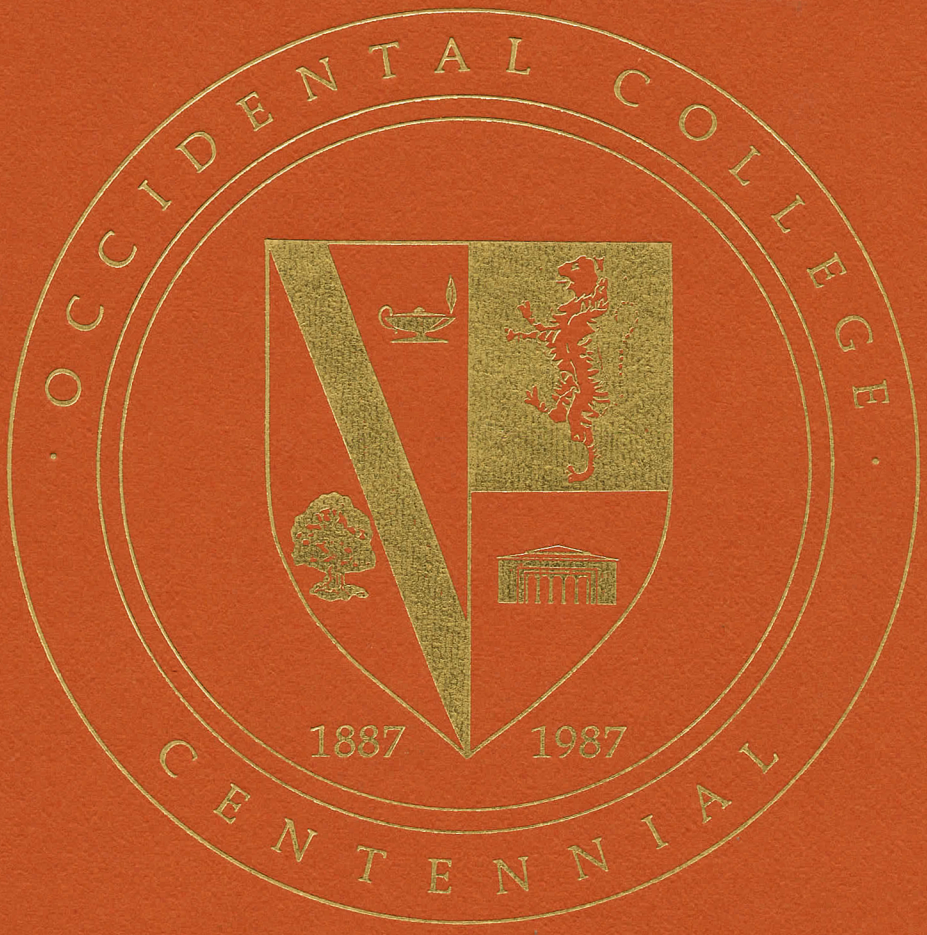
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Occidental College
A Centennial History

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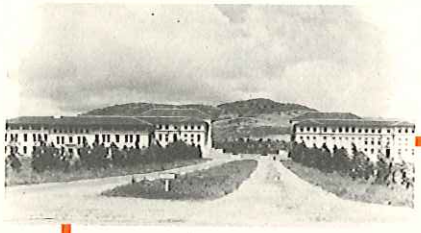

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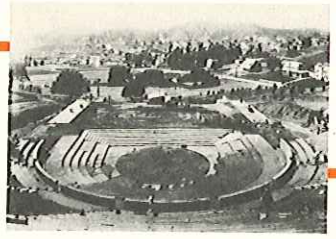

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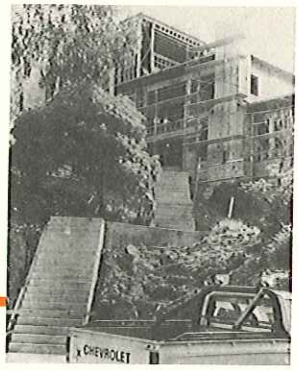

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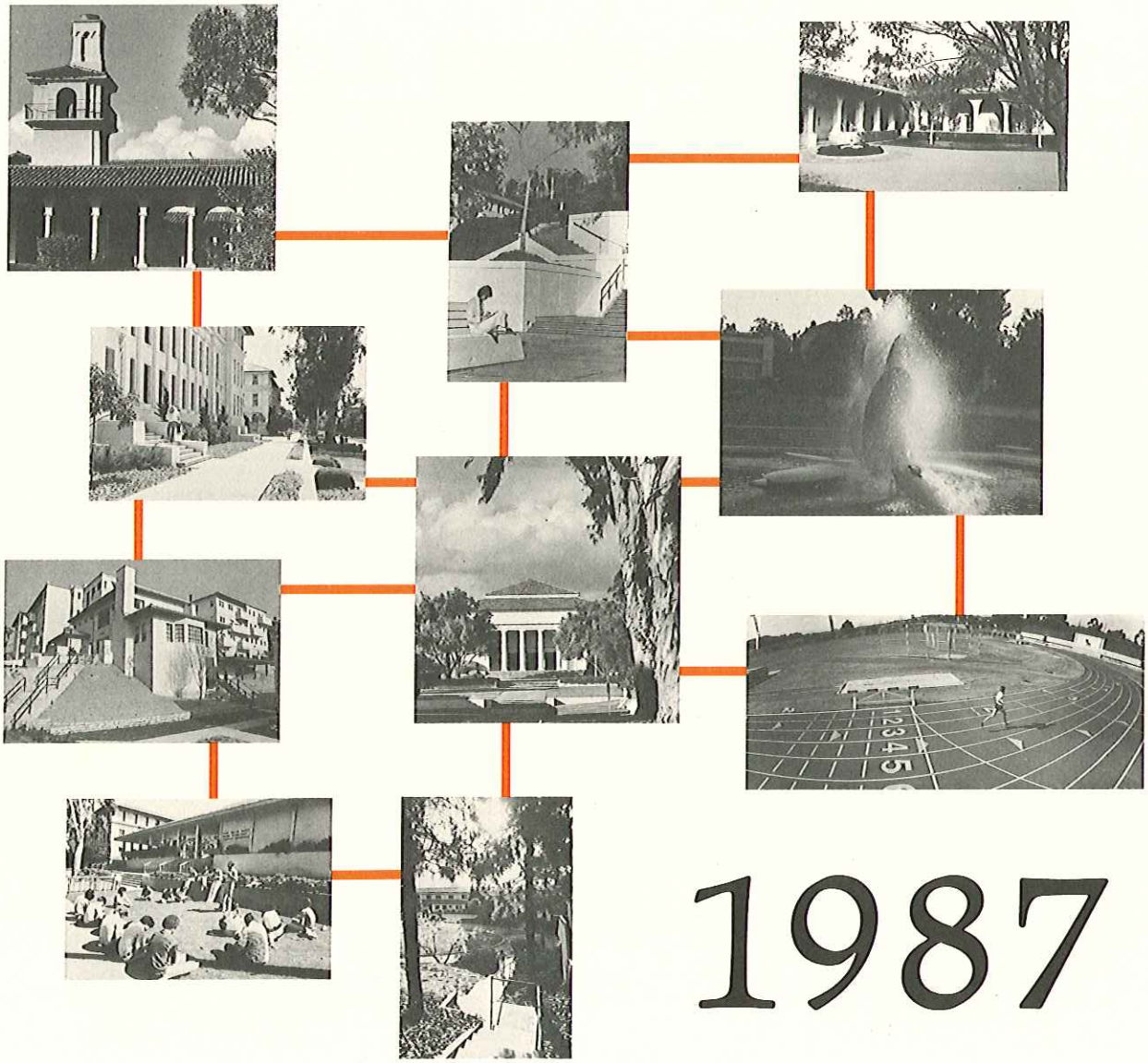
Occidental College

A Centennial History

by Andrew Rolle



1987

Designed by Ward Ritchie
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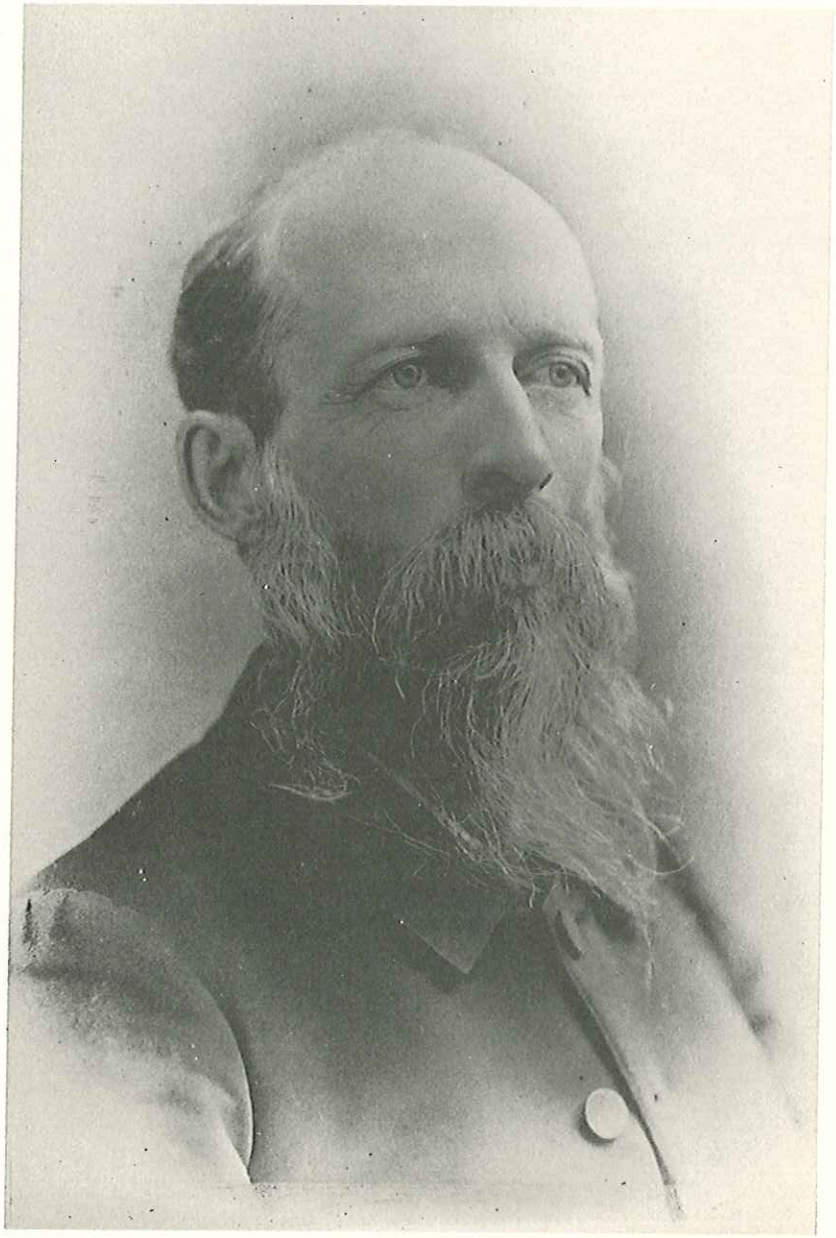
Occidental College
A Centennial History



Samuel H. Weller, first president of Occidental, 1887–1891.

Introduction

THIS VOLUME is an expansion as well as a revision of a history I wrote in 1962 on the occasion of Occidental's seventy-fifth anniversary. Numerous persons, some now deceased, aided my preparation. Former Presidents Remsen DuBois Bird, Arthur G. Coons, and today's President Richard C. Gilman as well as Arthur N. Young, Frank N. Rush, Fred F. McLain, Morgan Odell Sr., William W. Anderson, Lewis Owen, Lawrence Clark Powell, E. Wilson Lyon, P. W. Marriott, Brice Harris Jr., John Rodes, Robert Winter, James England, Robert Ryf, John Badgley, Robert G. Cleland Jr., Robert Bovinette, Tyrus Harmsen, Joan Olson, Thomas Slobko, Harold Wagner, Robert Magnuson, Clifton Kroeber, Norman Cohen, Mary McAlister, Michael Sutherland, Florence Brady, Pat Henry Yeomans, Gail Schulman, Luisa Reyes, Grace Allen, Sammy Lee, Helen Kirkpatrick Warfel, Anne Bucknam, Brigida Knauer, Jean Keefe, Mary Lou Southworth, Gail Mickelson, David Danelski, Donald Adams, Timothy Sanders, Stanley Gordon, and Frances Rolle were all helpful.

Jane Evans edited the final version of this book while Ward Ritchie designed it as he did two earlier histories of the college, published in 1937 and 1962. J. Ryan of the Modern Studio of Photography reproduced the illustrations, some with considerable difficulty.

Adelaide McMenamin replied to many questions for data concerning alumni and faculty; she also supplied illustrations and valuable identifications from hitherto uncataloged photographs in the college library. Jean Paule ferreted out key internal communications and answered repeated inquiries for vital information. The appendices at the end of the book are also her work. Benedict Freedman offered editorial insights with characteristic grace.

The Huntington Library provided facilities as well as intellectual companionship. There I wrote both the seventy-fifth anniversary history and this volume. Each of these books suffers from several handicaps that could not be remedied. The official records of the original Boyle Heights institution (1887–1896) were destroyed by the fire of 1896, and other records of the college's transitional period (1896–1898) at its temporary downtown Los Angeles location have vanished. As if this were not enough, the records of the Highland Park campus (1898–1914) have also been lost, except for remnants of student files of the registrar. The college has not developed a centralized archive; thus some records of the Eagle Rock campus from 1914 onward have also been lost or dispersed. Since the publication of my *Occi-*

dental College: The First Seventy-Five Years (1962), however, the papers of William Stewart Young have fortunately become available. These fill large gaps in the early history of the institution.

Traditionally, most college histories are bereft of controversy. They tend to view the past as neat and uncluttered and avoid the clash of personalities, misunderstandings, and institutional turmoil. Sometimes candor, especially about living persons, may indeed prove hurtful; but, in a spirit of fairness and balance, I have sought to call attention to weaknesses as well as to strengths in Occidental's development. Of course, not all of us would agree with each appraisal an author makes; but as an historian, I have also striven for honest judgments as well as to record incontrovertible names, dates, and what are usually called facts.

This is not an "authorized" or "official" history of the college in the usual sense of these terms. While the book was commissioned by the institution, I have been left free to sift the evidence and to present conclusions.

Finally, a few words about the inclusion of names in the text. In the growth of any institution many persons participate. Not all can possibly be mentioned, lest a history become a chronology or catalog. There has been no intention to slight anyone. But, to enumerate even the most prominent of an increasing number of the college's graduates or faculty members would defeat the purpose of a narrative history. By the mid-1980s the number of degree-holding Occidental alumni was approaching 20,000. The hazards of singling out individual graduates are discussed in the epilogue. Occasionally the careers of some alumni appear in the book when their activities became an extension of campus life but some persons connected with the history of the past hundred years are bound to have been omitted. These unrecorded folk, who have given of themselves in the service of Occidental, are, nevertheless, remembered with gratitude.

A.R.

Chapter I

"IT IS, SIR, AS I HAVE SAID, BUT A SMALL COLLEGE. . . ."

1887–1914

1887–1914

THE SMALL COLLEGES of America have earned a special brand of loyalty. Occidental, now one hundred years old, has enjoyed a surge of support each time the institution was seriously tested. The words of Daniel Webster, arguing in 1818 before the Supreme Court of the United States, epitomize that tenacity and love which the sustainers of small institutions feel so strongly. Pleading for the survival of his own alma mater, Dartmouth College, Webster's voice choked with emotion as he spoke: "It is, Sir, as I have said, but a small college. And yet there are those of us who love it."

Sacrifices of substance have been required of those colleges that manage to survive. Not until its second decade did Occidental demonstrate an ability to endure. Many factors, material and ideological, could have destroyed the college. Yet most of its goals somehow persisted.

Occidental was founded at a time of high excitement in the American West. The late 'eighties were boom years in southern California. In 1887, President Grover Cleveland was in office during a period of national prosperity. The United States was still a "westering" country, and thousands of migrants that year flocked toward the Pacific from the midwest and eastern United States. They were part of a great land rush that occurred in the last quarter of the nineteenth century. Instant cities sprang up in a semi-arid land of cactus and sage brush, of crumbling Spanish missions, earthquakes, and eternal sunshine.

The most literate of the new arrivals cherished cultural hopes for their newly-adopted homeland. But these would remain dreams until its frontier rawness was replaced by settlement. The Los Angeles basin, sprawling from mountain to ocean, and peopled mostly by farmers and ranchers, offered the promise of an agricultural paradise. But in 1887, no one yet knew which directions the city would chart for itself. "L.A.," as it came to be called, possessed great potential riches in its newly-planted vineyards, wheat fields, and orchards. Oil too lay embedded beneath its outlying farm lands.

During the late 1880s, Los Angeles was still a raw and lawless community. In the previous decade its population had averaged only 6,000. Yet the town had a reputation equal to that of Tombstone or Deadwood as one of the "half-wild" cities of the American West. Hidden there were thieves,

murderers, and fugitives from the law. The city was tough on strangers. Each week the Los Angeles *Star* reported a death or more by shooting or knifing. As late as 1871 almost two dozen Chinese had been murdered on the city's streets in a disgraceful racial pogrom. Gunfire and drunken Indians on Main Street hardly helped to advertise cultural advancement.

Following a multiple homicide, the *Star* reported:

> There is no brighter sun, no milder clime, no more equable temperature, no scenes more picturesque, no greener valleys, no fairer plains in the wide world, than those we may now look upon. There is no country where nature is more lavish of her exhuberant fullness; and yet with all our natural beauties and advantages, there is no country where human life is of so little account. Men hack one another to pieces with pistols and other cutlery, as if God's image were of no more worth than the life of one of the two or three thousand ownerless dogs that prowl about our streets and make night hideous.

After an impromptu duel between two gentlemen, the same newspaper described the event in one sentence: "Unfortunately neither combatant was killed, but a valuable race horse was badly wounded."

Despite the continuing lawlessness at Los Angeles, there existed a persistent yearning for a richer life. Below the surface of violence a public conscience was about to be awakened. After the transcontinental railroad lines were built, the flood of population that descended on the state contributed to southern California's urbanization; this expansion also helped determine where its future cities would be platted. Almost overnight, ranchos and country crossroads became suburbs, attracting wheat farmers from the middle west, unemployed engineers, health seekers, cowboys, fruit pickers, real estate promoters, and merchants. Whether town dwellers or farmers, these persons became their own best customers and created a boom that fed on itself. Newcomers from the American midwest, among them farmers, school teachers, and "mechanics," were creating in the former colony of Spain and Mexico a new center of Anglo-American values, including a great respect for education.

The movement of population reached its peak in the year of Occidental's founding. During 1887 the Atchison, Topeka, and Santa Fe Railroad arrived in Los Angeles touching off a rate war with the Southern Pacific Railroad Company. At its height, passenger fares from the middle west to California dropped from $125 to as little as $1, encouraging a tourist invasion of unprecedented proportions. More than 200,000 persons came to the state that year by railroad. Some tourists became residents, creating a real estate boom during which dozens of towns sprang up near Los Angeles. In these years colleges, banks, and other institutions were sorely needed. In less than two years' time some 100 communities, with 500,000 lots, were organized inside the city's borders. Though it lacked coal and metals, and was isolated on the far side of North America without a fully-developed harbor, Los Angeles had already begun to attract its future millions of residents. Railroad competition, skillful advertising, and the lure of a mild

climate compensated for southern California's isolation.

Educational facilities, though relatively crude in the decade of the 1880s, were suited to the sparse population of the old pueblo. The first institution of higher learning to be founded at Los Angeles was St. Vincent's, a Catholic college established (at first in name only) during 1868, an ancestor of today's Loyola-Marymount University. In 1880 the Methodists founded the University of Southern California. A third college, a branch of the state's normal school system, opened in 1881 near the present site of the Los Angeles Public Library. Eventually this would become the University of California at Los Angeles. During the real estate boom of 1887, perhaps a dozen disparate educational institutions came to be founded in southern California, but only a few became permanent. The depression that followed the land boom could not sustain all these new institutions. Among those that disappeared were the Maclay College of Theology, the Escondido Seminary, the Freeman College of Applied Sciences, the Monrovia Young Ladies College, and the San Diego College of Fine Arts. The Chaffey College of Agriculture became Chaffey City College.

1887–1914

On March 27, 1887 the Los Angeles *Times* carried the first public mention of Occidental in a headline: "Los Angeles Fastest Growing City in the West to Have a New University." That same year Pomona College would also become one of a welter of educational institutions then being founded. Both were to retain their original identity, unlike other colleges which either changed in character or fell by the wayside. By 1891 there followed the founding of Throop University, later to become the California Institute of Technology, under the leadership of astronomer George Ellery Hale. The Immaculate Heart Academy, another Catholic school, was founded in 1890, and Whittier College was chartered by the state on behalf of the Quakers in 1901. Unlike the colleges started by fly-by-night operators for profit, all these institutions had serious educational ambitions.

The emergence of Occidental accompanied the collapse of several institutions. One of these was the McPherron Academy, whose assets Occidental's trustees bought for $1,200. Another was a tiny school, Sierra Madre College, located on Columbia Hill in South Pasadena. A competitor was the Los Angeles University, which opened on West Temple Street and promptly failed. These fledgling institutions helped each other through perilous times, but survival was difficult. The San Diego College of Letters, before it headed for extinction, offered its library and natural history collection to the new Occidental. Del Norte College, which also became defunct, gave its library collection to the college.

Hoping to escape the fate of these short-lived land boom institutions, Occidental's founding followed a familiar American academic pattern, one of cooperation and sometimes actual fusion of struggling institutions. As early as 1885, J. G. Bell, a local rancher and businessman, foresaw the impending failure of Sierra Madre College. He urged the Reverend William Stewart Young of the Boyle Heights Presbyterian Church to call together

ministers and laymen to discuss the need in southern California for a "Christian college." At this meeting a motion was passed and carried to establish such an institution of higher education.

In January, 1886, a committee of the Presbyterian Ministers Union of Los Angeles drafted articles of incorporation, and adopted the name of the new college: "The Occidental University of Los Angeles, California." The name Occidental appears to have been the inspiration of its first president, Samuel Weller who reported to his trustees: "Thus far, we have not solicited a dollar for our funds. This pleasure is in reserve for you and ourselves. . . ." Articles of incorporation were approved by California's secretary of state on April 20, 1887, known ever since as Occidental's "Founders' Day." After 1921 this event, which in recent years came to be called "O-Day," included picnics, parades complete with floats, a traditional candle-lighting ceremony, and other commemorative events.

Occidental's founders believed that a well-rounded education provides the best means of attaining useful achievement. Their first pronouncements spoke of an education that would be both broad and practical. Twenty years before the institution was founded, Professor Benjamin Silliman, a highly regarded chemist from Yale University, had given the commencement address at the College of California in Berkeley. (That institution would later be fused with the new University of California.) His speech was entitled "The Truly Practical Man, Necessarily an Educated Man." Humanism and practicality were still widely discussed motifs in 1887. This did not mean that the founders planned an institution that would provide training rather than a full education. They knew the difference between the two, and ever since, the college has resisted confusing vocationalism with liberal arts.

Occidental was incorporated as an independent corporation without legal connection with the Presbyterian Church and it remained free of organic relationship with that church for nearly a decade. After that, church influence increased until 1910. Then complete legal dissolution occurred. Occidental was never sectarian. Faculty members held their posts subject to no ecclesiastical authority. Nothing suggestive of religious narrowness was ever officially allowed to creep into either classroom or chapel.

During the spring of 1887 the first board officers were elected, one of whom, Dr. Young, remained its secretary until his death in 1937. In 1905–1906 he also became acting president and in its first days Young shaped Occidental's course as much as any president. Indeed, only twenty-six years old in 1887, he and Bell kept the college together in its initial years. Although he was a strict disciplinarian, Young took a personal interest in students and he was to sign every diploma granted by Occidental in its first fifty years.

Other board members came forward with offers of land in Boyle Heights for the new campus. In those crucial years the chief sponsors were Mrs. John E. Hollenbeck, Bell's sister-in-law, and E. S. Field, the owner of considerable real estate, who became the institution's first attorney. In addition, the firm of Wicks and Mills proved to be generous donors of land.

Mrs. Hollenbeck, the owner of extensive acreage, was the widow of the former president of the First National Bank of Los Angeles whose family owned the Hollenbeck Hotel and various business properties. These and other benefactors made some fifty acres of land available, more than ample for a college site for years to come. Regrettably, some of the best land holdings would have to be sold for income. As streets and other improvements were added, the immediate Boyle Heights location grew in value. The boundaries that marked the outer reaches of the first campus of Occidental were Princeton, Hodge, and Laguna avenues.

On September 20, 1887, at ten o'clock in the morning, a small band of academic enthusiasts met to lay the cornerstone for Occidental's first building. In 1962, on the college's seventy-fifth anniversary, Hal F. Weller, then seventy-nine, recalled that, as the son of its first president, Samuel H. Weller, he had put the metal box in the cornerstone of this building. Young Weller was, at the time, only four years old. As long as the college remained in Boyle Heights its main building was an imposing structure praised in the Los Angeles *Times* for its "Elizabethan style." The college's first prospectus described the site:

1887–
1914

> The University is located on a beautiful slope just beyond the city limits . . . between First and Second Streets. The view is unsurpassed in Southern California. Pure spring water, under heavy pressure, is piped on the grounds and through the building. Street lines of railroads, projected and being built, will furnish ample facilities for reaching the grounds.

The vaunted "principal building" was of brick, three stories high and with a basement that contained a large dining room, with kitchen, laundry, and storage areas. Its capacious main floor housed "an elegant suite of rooms, public reception room or parlor, chapel, president's office, study and recitation room." On the upstairs floors were study rooms and a dormitory with "nineteen beautiful apartments, thoroughly lighted and ventilated, . . . with hot and cold water." Women students were to be lodged in the edifice while the men were relegated to "outside cottages." Prospective students were not told, as Professor J. M. McPherron reported, that "there is but one bath tub in the entire building, for faculty, boys, girls, servants, and all." (He also deplored the "desolate look of the college.") As no other structure ever materialized, the main building served until destroyed by fire in 1896. A plaque on the playground of today's Rowan Elementary School marks the site of Occidental's first campus.

Occidental's first site was indeed remote. The city had spread out into suburbs of small fruit farms of from five to ten acres in size. Orange, fig, and walnut orchards and grape fields surrounded the campus. The farther afield, the cheaper the land. In order to reach the institution one had to travel a long way by horse car to where the rails ended at the Evergreen Cemetery. There, an unsurfaced dusty path, full of chuck holes in summer and oozing with mud puddles in winter, led toward the campus. Oil seepages on such unpaved roads were not uncommon. President Weller did not

use public transportation. He visited potential donors, according to his son Hal, in a buggy drawn by a "nag called Old Prince." Eventually the city-owned horse cars gave way to cable-powered trams, then to faster and more comfortable electric trolleys. But from the end of the line it was a long walk to the campus.

The college's first term did not begin until October, 1888, the year following the cornerstone ceremonies. An announcement stated that Occidental aimed "to secure an education that is broad and thorough." "Its purpose will be," it announced, "to realize a culture that is practical and Christian." The prospectus, incorporating this cardinal statement, also contained information regarding classes, instruction, administration, and faculty.

Twenty-seven men and thirteen women were admitted as Occidental's first students. The curriculum stressed Greek, Latin, and mathematics. Students began their studies in the "preparatory department" of the university. Their course lasted six years, rather than today's four years. Tuition was $50 per year. Upon payment of extra fees of $4 per month, a student might also obtain instruction in modern languages, music (both instrumental and vocal), painting, drawing, and physical culture—by the Delsarte Method. This "aesthetic training of the body" was originated by the Frenchman François Delsarte (1811–1871) and featured "a series of limbering or relaxing exercises, by which the muscular system is relieved of tension." It included "pantomimic drills," intended to produce an inner "harmonic poise" similar to modern yoga. This added instruction cost students extra money. Outside the classroom, social dancing was frowned upon as was the playing of cards —a sinful pursuit.

The college catalog listed the following requirement: "Boarders must provide themselves with sheets, pillow cases, towels, spreads, blankets, napkins, and napkin rings." As late as 1919 an irate alumna decried the special clothing prescribed for women's gymnastic classes as "those horrible black serge bloomer outfits with long black stockings!"

The first catalogs also devoted attention to finances. They warned parents that it was "a mistake to give money to the student for indiscriminate use" and suggested that all funds should flow "through the President or some other member of the faculty." On the back of this publication appeared the following advertisement:

UNIVERSITY HOMES
IN
OCCIDENTAL HEIGHTS TRACT

A beautiful site. Best water in the country piped to every lot. Rich soil. Pure air. An educational center. No better place in the State for a home. Prices $250, $300, $500. Terms to suit. Call on or write to the

PRESIDENT OF THE OCCIDENTAL UNIVERSITY

A subsequent catalog announced the merger of the McPherron Academy, located downtown, with Occidental University, now described

as a boarding and day school for students of both sexes. The collapse of the 1887 real estate boom left Occidental's sponsors with many unsold college lots on hand and the merger with the McPherron Academy (at 526 South Grand Avenue) had actually been a survival necessity. Professor McPherron, the Reverend Samuel H. Weller, and General and Mrs. C. W. Adams comprised the administration of the two institutions. Horace A. Brown was principal of the academy until he went to Redlands to start the Bellevue Academy.

Weller, the first president of Occidental University, like Young, had a background that was ministerial. He was also an experienced educator, having previously been president of the Kansas City Ladies College at Independence, Missouri, until 1895.

1887–1914

For the fall term of 1889–1890, which began on September 17, the catalog listed courses in geometry, mathematics, physiology, apologetics, rhetoric, zoology, Shakespeare, botany, physics, Christian evidences, geology, English literature, mental science, history of civilization, among others. Both Latin and Greek were required in the freshman year. It was a well-rounded curriculum but was staffed with a faculty of only ten. The expenses for tuition, board, and room — with "no incidentals" — reached $295 per year by 1890, a relatively large sum in those days. That year, the student roster still listed twenty-seven men and thirteen women.

In addition to these forty, there were eighty-six enrolled in Occidental's academy, or preparatory school. During the early years, the academy ("a boarding school for young men and boys") was an integral part of the college, later admitting women as well. In athletic competition, as well as in other activities, no distinction was made between college and prep students until after the turn of the century. The academy was an invaluable adjunct, supplying college students each year and furnishing more than its share of income.

In the first classes of the college and academy there were out-of-state students from Massachusetts, New York, Pennsylvania, Illinois, Iowa, Kansas, and Arizona. Enrollment in 1889–1890 (including that of the academy) fell to 103, and declined even more drastically in the 1890s. Occidental, however, was fortunate in garnering an early constituency which was loyal, though small. Its enrollment in the 1890s and early 1900s depended heavily upon a handful of dedicated families whose names are now familiar on alumni rolls: Bell, Blee, Buell, Cleland, Cumberland, Hammack, McDowell, Ramsaur, Roberts, Rush, Young. These were among the first families to enroll three generations at Occidental. Other three-generation families include the names of Annin, Bradbeer, Burch, Burgess, Dorsey, Fulton, Hampton, Henry, Jones, Kirkpatrick, McClung, McCoy, Montgomery, Prichard, Smiley, Stearns, and Lee. (The father of Olympic diving champion Sammy Lee, attended the academy under the Korean family name of Rhee.)

Occidental had been founded in a land boom spirit of euphoria. In 1888 several faculty members were offered salaries which were quite grand.

Occidental's first professor of natural history, J. M. Coyner, was promised $2,000 per year. Professor McPherron, who had sold his academy, then a day school, to the university, was to receive the same salary, and became its first professor of mathematics. But soon both were asked to remit one-fourth of their first year of pay and also to subscribe for residential lots sold them by the university at a discount.

Suddenly, everything which could go wrong did, indeed, occur. The collapse of the southern California land boom imperiled the dream of a richly-endowed, well-staffed college. Luckily, the college owned fifty-five acres of land at Boyle Heights. Only five of these had been reserved for the campus; the rest were subdivided in 1888 into eighty residential lots. Some of these originally sold for $1,500; others had to be sacrificed for as low as $100 each. The college's income came largely to depend upon the sale of this real estate. Surviving board records for 1888 are mostly concerned with the details of land sales. The trustees authorized President Weller to apply for loans in order to tide the institution over until the sale of land improved. The scarcity of money made some of this property virtually unsaleable.

The university's remote location worked against obtaining students, as Professor McPherron wrote the board of trustees on December 2, 1889:

> I saw a man who lives at Boyle Heights who told me that he had intended to send his children here this fall if the street railroad had been extended to the campus.

After 1890 students were transported by carriage from the end of the cable car line on First Street to the university, paying the driver one dollar for each round trip. The trustees hoped to get the cable car service (which was changing to electricity) extended to the campus.

In the lean 'nineties the struggle for survival drained the fragile college of physical and financial resources. Both faculty and administration sacrificed money and security alike to maintain a feeble and shaky college. Salaries were steadily lowered. The first lady professor of English received $8 per month plus room, board, and her laundry; this was adjudged the equivalent of $40 monthly. Latin and Greek professorships were combined with a pay of $1,000 a year. Professors made $400 to $600 a year or less.

President Weller barely kept the institution alive. Finances became so tight that, upon one occasion, the furniture and equipment of the college were pawned in order to keep the doors open. In 1891 Weller was forced to resign to seek a living wage elsewhere. That year, to cope with Occidental's financial disabilities, the academy supplied a successor. This was its principal, John Melville McPherron, A.M., who also taught mathematics. He first signed himself as vice president, accepting the presidency later on April 22, 1892. Forever behind in paying the bills, he wrote William Stewart Young on March 4, 1891: "If help does not come soon, we are stopped. . . . Something must surely be done soon." Young was the real power behind the president, working quietly to raise sorely-needed funds.

We know too little about these early presidents. A great fire, to be

described later, destroyed Occidental's official records. A recently-discovered diary, written in 1889, however, offers a glimpse into the close-knit life of the college and its presidents. The writer of the diary, William E. Parker, tells us that McPherron helped the students to organize a Mendelssohn Society. President McPherron also acted as director of the college choir and Professor Parkhill (secretary of the faculty in 1890 and, later, president), as well as Miss Maud Bell (in whom Parker was more than interested) were charter members. Student-faculty relations were close, as Parker records: "Hunted with Pres. McPherron. He held the gun and I the horse. Result – one lark!" Another entry read: "Chess with Professor Colberg. He beat." Parker, assigned to read Edward Bellamy's *Looking Backward*, a visionary Utopian novel, did so while travelling to the college on the Grand Avenue cable car line. Parker lived a long commuting distance from the college and he also utilized the city's newly-opened "blue line" to reach the site. On these trips Parker also read "Great Caesar's" *Commentary* in Latin.

1887–1914

On November 4, 1889 the diarist recorded that Occidental's chimney "blew down and went through the roof yesterday." He could not have known that this damage would later cause a major fire that physically destroyed the college. Parker also did not know that a severe earthquake had occurred. During that quake President Weller's son, Hal, was riding his tricycle in one of the college hallways when the structure "started to roll." It caused a wide, almost vertical, and jagged crack from the ground to near the top of the tower, a scar large enough to place one's fingers in. Left unrepaired, light lumber framing near the displaced chimney flue remained exposed. It caught fire seven years later.

Both Horace Brown, for a time headmaster of the academy, and President McPherron questioned the "Christian morality" of the institution's business practices. Brown was offered only half of his salary outstanding if he would sign a document that he had been paid in full. At one point in 1890 McPherron, incensed that the board of trustees should ask him voluntarily to reduce his salary, threatened to sue for back pay and for the rent on the academy building which he had advanced before joining the Occidental faculty.

Merchants who dealt with the university were repeatedly offered settlement of outstanding bills for "fifty cents on the dollar." McPherron reported on December 1, 1890: "I can not conscientiously incur further bills without letting people know that I have not the money with which to pay them." On another occasion the president wrote the trustees: "unless my note at the bank is paid right away, I do not see how I can pay bills this month." He also worried about the reputation of an institution so badly in arrears.

Some faculty members balked at reductions of salary. On May 29, 1890 Mrs. L. M. Stevens refused to accept a downward alteration in her teaching pay, as proposed by the board. Probably because of such low salaries, many of the first staff members were women. A matron, Mrs. M. E. Roberts received a salary in 1891 of only $10 per month plus room and board for herself and her son. Until enrollment increased, there was no way to pay

better salaries. There were, however, plenty of applicants for staff positions. More than one prospective professor pledged that he would bring along enough students for the university to pay him a salary of $1,200 per year.

Suppliers angrily threatened to sue the institution because of unpaid bills; one merchant was asked to take back eighty-seven desks on which the university could make no further payment. At one point its principal mortgage was in danger of foreclosure and sale of the place for taxes seemed imminent. Without a series of revolving loans, this would have surely happened. By 1890, one trustee after another quietly tendered his resignation. Meanwhile, professors taught without contracts, their pay mostly in arrears.

By the end of 1890 the board reached sheer exasperation. That year its members offered to change the name of the institution to "The Frank Taylor Occidental University" if Taylor's widow would pick up outstanding bills and offer an endowment. And, in 1890 the president of the Los Angeles Chamber of Commerce proposed to give Occidental a hotel in Inglewood if the college would move there and change its name to Inglewood College. He later offered to throw in a city block of land for a campus and ten lots "for professors' houses." Neither of these proposals was accepted.

In order to increase enrollment, the trustees agreed to sell "transferable scholarships" through agents who would remit proceeds to the board minus their commissions. Advertising for students was then, of course, standard procedure for all educational institutions. In fact, the university employed as its chief recruiting "field agent" the chairman of its English and Belles Lettres Department, J. A. Gordon, who bore the title of vice president. In 1892, he too resigned.

That year President McPherron complained that even the university's horses were tired. One of these had "given out" while hauling students from the end of the car line to campus. He reported: "One of our janitors refused to drive him for fear of being arrested for cruelty to animals." "We shall need oil, coal, and hay," he wrote the trustees in his last letter as president.

A succession of presidents tried to hold a shaky Occidental together. Weller had left in 1891. McPherron's personal finances could not withstand the national economic collapse of 1893–1894. He, like Weller, had to resign. In 1894 McPherron was followed by Elbert N. Condit, A.M., who came from the presidency of Oregon's Albany College.

The Los Angeles *Times* for October 7 and 14 of 1894 described how Condit was met at the depot and given an ovation "by the students of the college, who came in carriages sixty-five strong to accord him a proper welcome." Later there was a reception for President and Mrs. Condit "in parlors decorated with chrysanthemums of all colors." After "a violin solo by A. E. Bell '95 and a vocal solo by Miss Maud Bell," the students served "immense trays of ice cream and cake." Then everybody sang "Mush, Mush, Mush," which was followed by "Goodnight Ladies." Hilarity reigned and financial doom was temporarily forgotten.

Occidental's first degrees were not actually granted until June, 1893.

Robert E. French was awarded a Bachelor of Science diploma that year and Maud Bell and Martha Thompson were other first graduates. The women had completed "The English Course," an abbreviated version of the full B.A. degree requirement. The first honorary degree recipient was also a woman. In 1909 a Master of Arts certificate went to Mary Carruth Cunningham, who taught at Occidental from 1904 to 1934. The role of women in the college has been a strong one, as we shall see. By June 11, 1911 the Los Angeles *Times* would announce that the senior with the highest scholastic record of any student ever graduated from Occidental was a woman, Miss Eva Overton.

During the lean 'nineties, students consolidated their first traditions. In these years the college's poor financial condition scarcely encouraged development of a vigorous school spirit. Yet it did attract loyal students. Beginning in 1893, *The Occidental Record* gave students an opportunity to express themselves creatively. Its sequel, *The Aurora*, published monthly, reported news and reflected the talents of literary hopefuls.

1887–1914

In the mid-1890s a number of students, some backed by their parents, sought to rid the college catalog of such restrictions as the following:

> Students are not to leave the premises without permission from the President or a teacher in charge.
>
> They must not use tobacco in the building or about the premises, nor use intoxicating drinks as a beverage, nor play cards, nor frequent drinking, gambling or billiard saloons, or improper places of resort of any kind.
>
> Ladies may not receive calls from gentlemen except in the reception room and by permission of the Lady Principal, nor accompany gentlemen to social gatherings, entertainments or other meetings without her consent.

A rare student petition has survived in the papers of William Stewart Young which objects to "the stringent regulations recently passed with regard to ladies accompanying gentlemen to entertainments." It states:

> *First*, we believe that such rules as proposed are contrary to the design of the Creator.
>
> *Second*, we believe that such rules do no real good, but in many cases aggravate the very difficulties which they are intended, to prevent.
>
> *Third*, because they tend neither to place us on our honor, nor to strengthen our characters.
>
> *Fourth*, they arouse in our minds disrespectful and rebellious thoughts towards the faculty. We desire to be loyal to the institution and to speak well of it to our friends, but we cannot while we are dissatisfied.
>
> *Fifth*, we do not believe it to be for the best interest of the institution to forbid a practice which has proven to be both a pleasure and a positive benefit to the students unless it be demonstrated that there are also evil results which counterbalance the good.
>
> *Sixth*, we believe that if the Faculty conscientiously consider the well-being of the students under their care without regard to the idle gossip of a few outsiders, the good name of the institution will take care of itself.
>
> *Seventh*, because if said stringent rules are put into effect some of us will feel called upon to leave the institution.

Among the signers of this document were Alphonso Bell and his sister Maud, children of James G. Bell, the principal lay founder of Occidental.

In 1894 *The Aurora* pointed out the need for a college poet, reported upon the activities of the tennis club, a bicycle meet, and a track field-day held on the "best track in southern California." Its November issue carried a picture of the grim eleven that defended Occidental's honor on the football field. These gladiators lost to Redlands High School by a score of 22 to 6, after two players stopped to "slug each other, unnoticed by the umpire." Billy Edwards, captain of the first football team, became legendary for his athletic ability.

Intercollegiate athletics in southern California started in 1894, when Occidental, Pomona College, the University of Southern California, and Chaffey College formed an athletic conference. That same year saw the inception of a Pomona-Occidental football rivalry, which became the third oldest annual gridiron contest in the nation. On both sides rugged individuals engaged in a sport which differed from a gang fight only in its lack of rules. Their equipment was makeshift, usually fashioned from old clothes patched and padded by mothers at home. After 1895 Occidental conquered some of the best teams on the Pacific coast. Here are a few early football scores:

1895	Occidental	10	University of Southern California	0
1896	Occidental	10	Pomona College	0
1905	Occidental	10	University of Southern California	0
1912	Occidental	66	University of Oregon	23

There were enticing activities besides football. Students and faculty alike participated in so many colorful events that one is tempted to believe that previous generations had much more fun than do modern academics. "Sophomore Stunt Night" gave second-year classmen a chance to display special talents. After 1896 the students also entered floats in the annual Pasadena Rose Parade. On and off campus parties, picnics, and contests

Occidental's entry in the Pasadena Rose Parade for 1897.

provided added relaxation. But the Boyle Heights location, advertised as "close to downtown Los Angeles," also had its dangerous temptations. The editor of *The Aurora* self-righteously cautioned students against late hours —two and three A.M. —when faced with examinations the next day.

In 1896 Occidental was struck by a disaster that hit the college far harder than any of its economic difficulties. At noon on Monday, January 13 its only building was gutted by fire. Flames first broke out on the roof of the tower. The cause, then unknown, was a deficient chimney. The 1889 earthquake had damaged the main flue. In a few moments the flames spread over the roof. There were no fire hydrants nearby. The only means of fighting the flames was a ¾ inch garden hose. Furthermore, local water pressure was inadequate despite earlier newspaper advertisements to the contrary. The college lost all of its equipment, furniture, and most of the personal belongings of both students and staff. The roof caved in and only some blackened walls remained standing.

"Occidental Gutted By Fire" the headline in the Los Angeles *Herald* for January 14 reported. The article read:

> President Condit and Professor Goodale were at the college when the fire was discovered. They directed the efforts of the people to get out what was possible. . . . Students threw bedding, clothes, and other articles out of the windows of the third-floor dormitory. . . . As the college was several miles outside the city limits, the engine could not do anything for the sufferers. . . . Nothing was left but the four walls and chimney.

A Los Angeles *Times* reporter wrote the same day that a man riding toward the college "saw flames bursting from the roof" and "whipped up his horse to give the alarm to the inmates!" Insurance carried on the college's building was only $15,500 and that on President Condit's destroyed library and telescopes amounted to $1,400.

Classes convened temporarily on January 16 in the Boyle Heights Presbyterian Church (in exchange for 190 yards of three-ply carpet) until the fall semester. Then the Catholics came to the rescue. The Vincentian order's Saint Vincent's College at Sixth and Hill streets had moved to a new location on Eighth and Grand. Thus, a building at their old location was now available for housing Occidental's students and classes. Tully Knowles, later chief executive of the College of the Pacific, used to repeat the story of how he, after the fire, "carried Occidental" to 614 South Hill Street in a wheelbarrow. The dirt alley behind Bullock's department store became a straightaway for Occidental's track team. For two years Occidental's faculty conducted classes in Saint Vincent Hall. A Los Angeles School of Design and a Los Angeles Conservatory of Music also planned to join Occidental at Saint Vincent's location, but such mergers never materialized. Incidentally, the records of Saint Vincent's, the first institution of higher learning at Los Angeles, were lost in 1911 when that college was transferred from Vincentian to Jesuit administration; only yearbooks and catalogs survived. Occidental's missing annals also remind one of a hazard that afflicts too many institutions—poor record keeping.

In this desultory period of dislocation a brochure announced: "The college is homeless." How might the trustees raise rebuilding funds? The fire had almost finished off the institution. Had it not been rescued from disaster by a devoted staff, with the help of loyal trustees and friends, Occidental would not exist today. Dispirited, President Condit turned over his office in 1896 to Professor James W. Parkhill, secretary of the faculty. Like other faculty members, both Condit's and Parkhill's back salaries remained unpaid for years.

Occidental's early presidents all faced dire financial straits. A succession of these leaders held office for only a short time. Parkhill, the college's fourth president (1896–1897), a graduate of Princeton, had been on the faculty for eight years and, had become head of the academy. Parkhill (like Weller) taught Greek and English literature: "He proposes to maintain a high standard of excellence in the institution," an early brochure read. But, within a year he had resigned.

In 1893 Occidental had stopped calling itself a university. Its tiny enrollment hardly justified that title. The uncertainty that characterized these early years was still reflected in its enrollment, which fell from fifty-two students in 1890–1891 to only twelve by 1893–1894.

After the fire various campus sites were considered by President Guy W. Wadsworth, who succeeded Parkhill in 1897. Among the possibilities were

President Guy Wadsworth led the college through a period of continuing instability from 1897 to 1905. Shown here with Mrs. Wadsworth on their Diamond Anniversary in 1945.

hotels in Inglewood, Glendale, and Whittier. Mrs. John E. Hollenbeck also offered eight acres of land in a subdivision called Hollenbeck Park. For a time the Inglewood location seemed promising. William H. Kelso, a Pennsylvania oil developer, and that town's first mayor, renewed the offer of a huge hotel there. The building had never been occupied because of the collapse of the southern California real estate boom. Freeman College, a short-lived product of that boom, had recently failed and Kelso thought a new college would attract more residents.

Occidental's trustees, however, decided to look elsewhere. Meanwhile, the college was raising money for a new campus, accepting gifts as low as three to five cents, even from children. The trustees eventually purchased property from Mrs. Sarah Judson for a new campus, north of Figueroa Street (then Pasadena Avenue) between avenues 51 and 52. This location was in Highland Park three miles northeast of the city center. The trustees raised ten thousand dollars to procure its seven and a half acres. The campus lay within the city limits of Los Angeles on the main line of travel to Pasadena. "The position of the college," an early description read, is to be strategic and to command the valley from the mountains to the sea."

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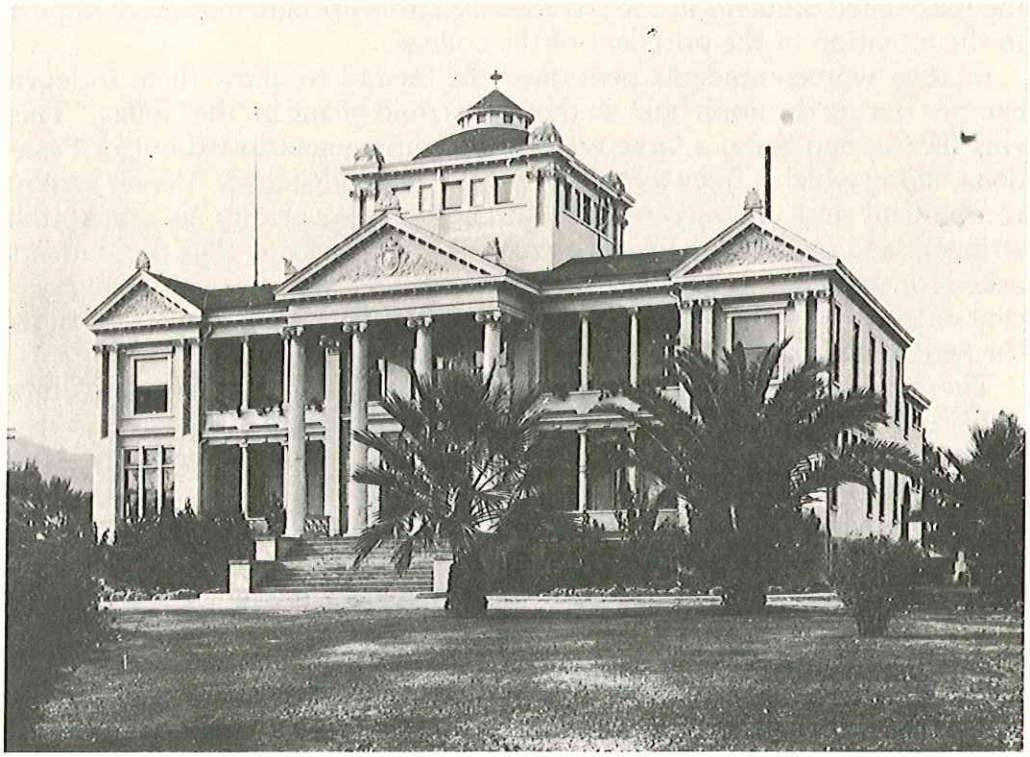
The college catalog for 1897–1898 reported that Occidental's main building, a brick structure, would be ready for classes when school began—entirely free of debt. It also promised an assembly hall which never materi-

The Academy Building on the Highland Park campus housed the entire college until the Hall of Letters was built in 1904. The structure was transformed into a men's gymnasium when Occidental's Academy, or preparatory school, was abandoned.



alized. Later a gymnasium was added. The college also built the Charles M. Stimson Library, a Hall of Letters, and two frame buildings for science laboratories.

The college's move to Highland Park in 1898 accompanied the growth of Los Angeles as a city. The old pueblo continued to spread out to its suburbs; new housing and business tracts were steadily developing. By 1900, Los Angeles boasted a population of 102,489. That year Baedeker's tourist guide pointed out that within the preceding decade "its houses have given place almost entirely to stone and brick business blocks and tasteful wooden residences." The gleaming new cities of the west coast were growing and their educational institutions had to keep pace with current secular ideas. Occidental's claims to excellence were reflected by President Wadsworth's letterhead upon which were printed the words:

Three Courses:
Classical, Literary, and Scientific

The harmony between professors and students that had characterized the Boyle Heights campus was transferred to Highland Park. In 1897 the faculty created a student senate through which it would communicate with undergraduates. It was composed of "five young men and two women from the academy" and was presided over by President Wadsworth. At the senate's first meeting each member was assessed two cents for payment of the group's photograph, taken by Putnam's Gallery. Until the establishment of the Associated Students in 1905, student senators brought matters of import to the attention of the president of the college.

In 1899 women students petitioned the faculty to allow them to leave campus during the noon hour so that they could picnic in "the Gulley." This was the Arroyo Seco, a large waterway draining southward out of Pasadena, along which a freeway today travels. Their plea read: "We do hereby recommend and urgently request our honourable faculty to revoke the stringent and seemingly obnoxious rule. . . ." As early as 1894 the students asked for the right to skip final exams if they received a grade of ninety percent or more in their daily work. They spent a great deal of time petitioning the faculty to grant special holidays as well.

The new Highland Park campus, like the Boyle Heights site, was in a semi-rural setting. Small ranches dotted the canyons and banks that furrowed the Arroyo Seco. The main road from that community into Los Angeles ran through sparsely settled fields. Today's urban crowding was unknown. Most streets were unpaved. A rare brochure describes the hundred homes in the community as regularly serviced by "grocers, butchers, vegetable and ice wagons always in evidence." The pamphlet boasted that "within a year a complete sewer system . . . connecting with the main system of the City," would be built. Highland Park, however, intended to stand aloof from downtown Los Angeles: "The elevation above sea level is 520 feet, or 240 feet above the City Hall, 320 feet higher than Pico Heights,

and exceeds the elevation of the southwest section by 360 feet," the description continued.

In 1897 Occidental's enrollment fell to seven students; fortunately twenty-six remaining in the academy helped to keep the doors open. But in the fall of 1898 only fifteen students enrolled for the opening term on the new campus. That season thirty-one others were accepted by the academy. An additional twenty-six students pursued special courses. Finances were still bleak.

In 1899 a graduate of Minnesota's Carleton College wrote in its alumni magazine, *The Carletonia*, that Occidental's library consisted of

> . . . a room not larger than one of the class rooms in Willis Hall. It contains only a few hundred volumes, with long stretches of empty shelves. . . . The laboratory is now one of the second floor rooms but is soon to remove to a little building twenty-four by thirty-six feet to the rear of the main building, and how rich they feel to have a Science Hall!

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The writer described the campus as "perfectly bare." When she asked if the college had any endowment the answer was: "Endowment? Bless you, our one building is not yet paid for! Nevertheless hope and good courage beamed from every eye. . . ." Tuition and incidentals cost only $60 per year, yet Occidental remained desperately short of students.

Slowly, however, the institution achieved a sense of direction under its newest leader, President Wadsworth. Tenacious about its survival, he and the faculty could increase enrollment to only nineteen students by 1900. But this kept Occidental from collapsing entirely. Five years later the figure stood at 294 "in all the college departments," with 108 of these labeled "students at large" while 134 of them were enrolled in the college's academy.

By 1901 the campus expanded in size, acquiring land across the Santa Fe Railroad's tracks to Pasadena Avenue. Two years later the college built its Stimson Library and in 1904 the new Hall of Letters.

Adversity sometimes provides a tonic effect upon individuals and institutions. The Highland Park years saw school spirit soar. We are indebted to former President McPherron for a description of the confusing origins of the college colors. In a letter of December 15, 1906 to Dan Hammack, a recent graduate and later to become a trustee, the president recalled that, in the midst of fundraising activities,

> the colors first adopted by vote of the school were orange and olive. . . . partly because the fiesta committee had selected red, yellow, and green (wine, orange, and olive) to represent the principal products of the section. We liked the idea of recognizing the orange and olive as legitimate productions but drew the line at the wine. Later, through the influence of Professor Parkhill, the Princeton colors were adopted.

President McPherron banned wine from social functions for many years to come.

Other college colors, however, were used interchangeably. Before 1907 the campus newspaper referred to black and gold. On November 14, 1907

The Occidental mentioned a game with Pomona College which "seemed to awaken the orange and black players. . . ." In the same article: "Colors of blue and white will dip before the victorious black and gold." On October 15, 1908, *The Occidental* averred that "the Crimson and Black entwined in the fold of the Orange and Black can never fail to bring victory."

By 1908, Princeton's Tiger mascot, and its black and orange colors, had become firmly established at Occidental. Recent graduates, among them Hammack, Dwight Chapin, as well as Robert and Horace Cleland, were then pursuing graduate studies at Princeton. In the January 1905 *Occidental* there is a four-page article by Chapin, reporting the championship football game between Yale and Princeton. He quotes the Princeton song about the Tiger mascot ending with the lines:

> And then he'll ramble, he'll ramble
> He'll ramble, through the line, the first down every time;
> And then he'll ramble, he'll ramble,
> The way we'll beat old Eli will be fine.

Occidental's version is:

> For we'll ramble, we'll ramble
> The way we'll beat Pomona will be fine.

By this time the Highland Park faculty had grown to twenty-four full and part-time appointees, still greatly underpaid. Because salaries were confidential, it has been difficult to reconstruct individual remuneration. However, the *total* annual budget for faculty salaries today seems minuscule, ranging from $3,325 in 1897 to $8,989 in 1903. Professorial salaries of $600 per year prevailed as late as 1906. Some staff members received only $400 for their teaching; a few had to be content with little more than room and board.

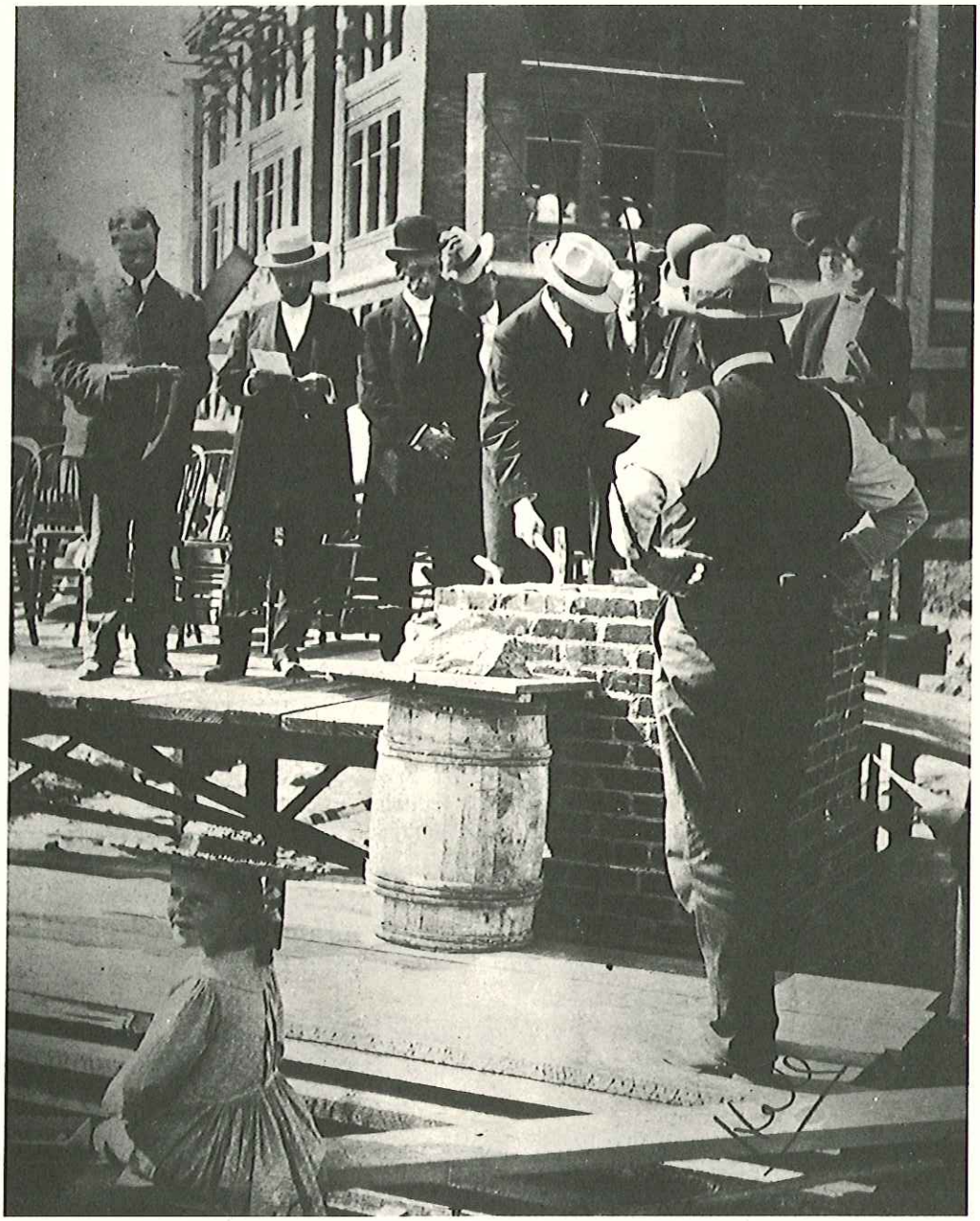
On September 27, 1900 President Wadsworth announced in the Los Angeles *Times* a pledge for a new building in "the natural sciences" from Nettie Fowler McCormick, daughter of Cyrus McCormick, philanthropist and founder of the International Harvester Company of Chicago. There is no further mention of the promised McCormick bequest in the college archives. Senator Thomas Bard, a Ventura oilman who was among the college founders, raised his personal pledge the next year from $5,000 to $10,000 in a fund drive whose objective was $100,000.

Systematic records about the Highland Park years (like those before the 1896 fire) do not exist. A well-documented event, however, was the second cornerstone ceremony on January 3, 1898. It was 1904 before the main brick building was completed. In April of that year the college received news which would forever alter its future. The Los Angeles city council granted the Santa Fe Railroad the right to construct tracks down one of the main streets alongside the campus. No one suspected that this would destroy the harmony of a quiet and promising residential community.

The college pressed on with plans for the new Highland Park campus. The

first big endowment fund drive was boosted by the pledge of O. T. Johnson, a realtor, to give $66,000, or a third of $200,000—if the remainder of this amount could be raised by the college. Hugh K. Walker, president of Occidental's board of trustees, had encouraged Johnson to make this pledge. Following Johnson's example was Gail Borden, dairyman and treasurer of the board, who pledged $10,000. The ensuing three-year campaign, carried

Laying the cornerstone for the Hall of Letters in 1904 at the Highland Park campus.



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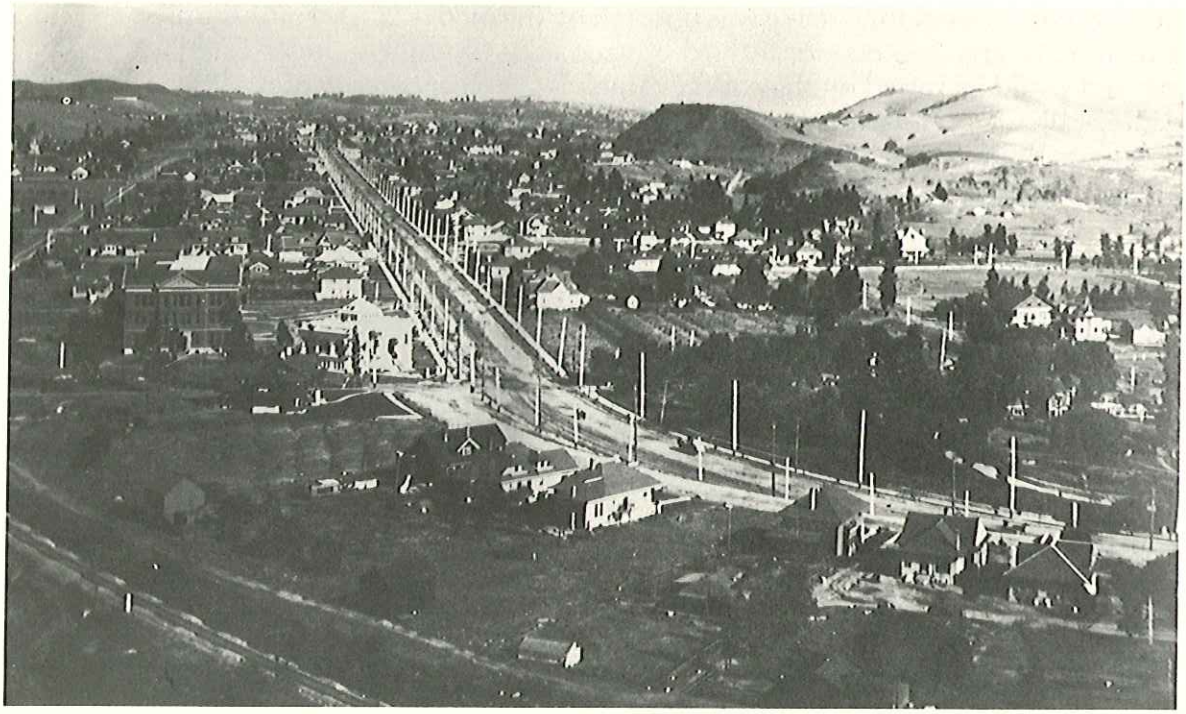

The Highland Park campus about 1905.

on throughout California by President Wadsworth and William Stewart Young, resulted in pledges of $202,000, more than reaching the goal set by Johnson. With this sum in hand, the overwhelming financial difficulties of the past were temporarily over. The college could now look forward to a future that was reasonably secure.

In 1905, Wadsworth, his big fundraising campaign behind, resigned in order to accept the presidency of Bellevue College in Omaha, Nebraska. He was the first president to stay at his post more than a few years. During his eight year term Wadsworth was responsible for raising the money to begin the Highland Park campus. Tuition in 1905 was still $60 annually, and only $55 if paid in advance ($160 for all four years paid in advance).

Since 1891, when President Weller departed, Occidental had been led by four presidents: John Melville McPherron, acting president from 1891 to 1892, then president until 1894; Elbert N. Condit (1894–1896); James W. Parkhill (1896–1897); and Guy W. Wadsworth (1897–1905). All had struggled mightily to keep the college intact, and their leadership against great odds had, indeed, been sacrificial.

The fledgling college was slowly beginning to attract national attention. In 1909 Boston's *Christian Science Monitor* described the Highland Park campus in glowing terms:

> Half an hour from the Pacific Electric station in Los Angeles, amidst a natural amphitheater of hills stands Occidental College, the pride of an unusually cultured community. Ten years ago neither town nor college was there. Today

. . . the college has attained a rank among the chief seats of learning in this half of the state.

The *Monitor* also called attention to the qualities of John Willis Baer, Occidental's president after 1906. Tall, dignified, with a handsome shock of grey hair, he was the former general secretary of the Christian Endeavor movement. Baer was widely known, as a result of a decade of travel, speaking regularly before national audiences. He had met persons of distinction and moved easily among them. He was poised, and his command of the English language was an important factor in his efforts to gain new support for the college.

Baer's inauguration was held on October 26, 1906 under a great tent stretched above the bleachers of the athletic field at Highland Park. Surely the greatest event in the history of that community, it attracted dignitaries from afar, wearing the full regalia of caps, gowns, and richly caparisoned hoods, who came to hail Baer's assumption of the presidency. The inauguration was attended by David Starr Jordan, president of Stanford University, and Benjamin Ide Wheeler, president of the University of California, the two luminaries of higher education in California. William Stewart Young, acting president until Baer's arrival, represented Lafayette College, his own alma mater, at the inauguration.

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Baer repeatedly brought important visitors to the campus, including, in 1911, Presidents William Howard Taft and Theodore Roosevelt. On March 23 the Los Angeles *Times* excitedly reported that

Colonel Roosevelt was whirled away in an automobile to Occidental College

President John Willis Baer, always dignified but friendly, wears a cutaway coat at the first student picnic on the new Eagle Rock campus (1913).

where the entire student body and a number of friends awaited him. The college faculty was drawn up in a double line at the entrance of the grounds as he entered the large auditorium and was greeted by college yells, the Harvard yell being given in his honor.

At the University of Southern California, the *Times* reported, Roosevelt did not even get out of his car, but Occidental publicized widely a photo of Roosevelt descending the stairway of its main building with his fellow Harvard classmate Charles Fletcher Lummis. The president's speech to the students was on "The Adventure of Living." Years later this talk was rediscovered and printed by *Boys Life* (February, 1925) magazine. As for Taft's visit, the college still owns a giant-size leather-upholstered chair provided for the occasion by a local furniture store.

Baer's appointment to Occidental's presidency was emancipative, signaling a broadening of the college's outlook and clientele. Until Baer's arrival, Occidental had been supported by devoted backers who were usually local and Presbyterian. President Baer's decision to live off-campus in Pasadena involved more than the choice of a better residence than Highland Park afforded. He began to attract students to the college from an area of greater culture and wealth, many of whom would become loyal alumni. Baer helped to loosen some of the restrictions about which women students had complained to President Wadsworth. On December 20, 1905 the college paper announced that "by ruling of the faculty, young men will be allowed to watch the girls' basketball games from the bleachers." Women students were

President Theodore Roosevelt visits the Highland Park campus, March, 1911. This photograph was a 1942 gift of Chester Bradbeer '13.

Left: *on March 25, 1911 former President Theodore Roosevelt visited the Highland Park campus accompanied by Harvard classmate Charles Lummis (to his right). Lummis was the founder of the nearby Southwest Museum.*

Below: *President Taft visits the Highland Park campus, October 16, 1911.*

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even allowed to participate in track meets with Pomona College and U.S.C.

President Baer also kept close contact with affluent patrons, who had associations with the east and middle west. Without these, new means of support for Occidental would not have been possible in an age before the benefactions of philanthropic foundations. In 1906, when Baer assumed office, combined academy and college enrollment had grown to 423 with 280 in the academy and 143 in the college. The faculty numbered thirty-two members. Endowment had reached $200,000. The college now had seven buildings, large and small, on thirteen acres of still treeless land. A new white Carnegie Library, nearby on Figueroa Street, became a pleasant and quiet place of study for both students and the surrounding community of middle-class folk.

Two pressing needs remained—to reorganize the curriculum and to strengthen the teaching staff. The addition of faculty with university, rather than ministerial, background, and with a fuller appreciation of scholarship, would give a new vitality to the college. Baer, charismatic in approaching donors, set unheard of goals for a still-fledgling institution. One of these was to raise professorial salaries to $1,200 per year. This would require a boost in annual tuition to $75. His own stipend of $5,000 ($416.66 per month) was paid by two individuals, O. T. Johnson and Lyman Stewart. The latter, first president of the Union Oil Company, however, became an irritant to the new president, insisting upon interfering with staff appointments and pressing for literalist Biblical instruction as well as for anti-evolutionist teaching. Baer courageously resisted, and fundamentalism never obtained a hold upon Occidental's curriculum. By the late 1890s literalist interpretations of scripture had begun to fade in most institutions.

The modern Occidental dates from its significant improvement in teaching quality. This coincided with professional advances in American higher education. Baer, not a professional scholar, wisely recognized his limitations. He seldom interfered in curricular problems or admission requirements, thereby avoiding those bitter wrangles which sometimes divide academics. During ten critical years he maintained an atmosphere of harmony, relatively free of dissension. In that decade the college's instructional program reflected the changes coming over American life and its broad social and cultural reorientations. Realism, naturalism, and pragmatism were now given a greater place in the curriculum. The college, however, continued to emphasize moral standards. Baer brought the student honor code of Williams College to Occidental, and it was later refined by both faculty and students.

It gradually became obvious that, unless Occidental's legal ties to the Presbytery were severed, the college would be forever cut off from vital foundation help. Denominationalism was also hurting student enrollment, which, in Baer's first two years, actually declined. In 1908 there were also more women (110) than men (97) in the college. Total enrollment of college and academy stood at only 402 that year. Something must be done, Baer thought, to widen the college's base.

When he went east in 1909 Baer was told that America's major philanthropist Andrew Carnegie, would never countenance inclusion of a college with an official denominational bias on his list of approved benefactions. Indeed, the new Carnegie Foundation was forbidden by its charter from supporting denominational institutions. And Carnegie was, in an age of no government help, then clearly the most important contributor to higher education. Other colleges were eagerly modifying their founding charters in order to qualify for Carnegie aid—among them Grinnell, Washington and Jefferson, and Wabash. The Carnegie Foundation also objected to tuition discounts for the children of ministers. Tuition remission for those of faculty members, however, continued to be seen as a perquisite which created close-knit camaraderie.

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Fortunately the Los Angeles Presbytery, in President Baer's words, "agreed to disagree" during a smooth transition toward greater non-sectarianism. This was in large part a result of the diplomatic skills of Baer with the support, back of the scenes, of William Stewart Young. There was, of course, some fallout; Lyman Stewart withdrew his financial support and J. A. Gordon, one of the college's original professors, denounced expansion of the board of trustees to include non-Presbyterians. On January 5, 1909 the Los Angeles *Times* announced Baer's appointment of fifty prominent citizens as an advisory board "irrespective of denominational lines" and his admonition that henceforth "the sectarian note should never be sounded."

In 1910, Occidental officially withdrew its connection with the Presbyterian Church, retaining only a voluntary relationship. This transition, so early in its history, broadened the college's base for attracting both new students and support. "It avoided whatever risk there was," according to Arthur N. Young, "of the college being in a religious strait-jacket and promoted independence of scholarship."

President Baer was also responsible for changing Occidental's curriculum to emphasize academics. His liberalism (like that of President Remsen Bird later) did cause some trouble with ultra-conservatives who withdrew support when the faculty insisted upon teaching the Darwinian theory of evolution, which was not exactly a new one. Rhetoric now was called English composition; mental science became philosophy; the college added a department of education; history dropped its "record of unfolding of Divine Providence." Courses were now more in keeping with secular trends in American education. Baer's ideas of what a college should be were derived from his observation of eastern Ivy League institutions.

In the Baer years the college pondered the future of its academy. There were difficulties in attracting permanent principals. Irwin Mather, former superintendent of schools at Centralia, Illinois, was lured west from The Fort Edward Collegiate Institute (salary $1,200) but stayed only one year. As the quality of public schools improved, parents grew reluctant to pay for private instruction. There was also internal dissatisfaction. On Commencement Day in 1908 members of the academy faculty, though dressed in caps and gowns, were not allowed on the graduation platform where the college

faculty sat. Parents also expected stricter rules for the academy student. A diary entry of December 13, 1909 by a member of its staff read: "Miss Wilbur addressed the girls and I spoke to the boys on gluttony, smoking, gum chewing, etc."

The year 1910 was a spectacular one in the life of both college and academy, climaxed by a noteworthy news event. On December 10 the Occidental community was thrilled that an aviator, C. F. Willard, made a solo flight over the campus on his way from Los Angeles to Pasadena. During that year also, not only did the trustees move Occidental toward a nonsectarian status; in December they decided on the site of a new campus and upon discontinuance of the academy. The academy was to linger on, however, until 1913. Its last principal was Charles B. Moore, who became principal of nearby Franklin High School and later assistant superintendent of schools for Los Angeles. The last building occupied by the academy became the college's men's dormitory.

As late as 1913 faculty members still handled a little of everything. That year J. E. Maxwell complained that he taught eight different subjects at too many grade levels—from first year academy students to seniors in the college. Mary Carruth Cunningham offered not only medieval history but also a course on the English poet Robert Browning. Robert Cleland taught courses on taxation and public finance although his Princeton Ph.D. degree was in American history. R. H. Tripp, the first registrar, was also a classics professor. Leroy Doig's reminiscences, *Not a Shadow in the Sky: An Intimate Story of College Life at Old Occidental* (1974), defends the quality of the faculty's teaching: "In terms of national recognition they may have been outranked, but in terms of dedication and influence on those with whom they worked they were tops." This spirit of caring was later to be diluted somewhat by necessary specialization and by the growth in size of the college; but there have always been professors who devoted themselves primarily to their students, even to the exclusion of their research.

As the faculty became more academic in tone, new scholars appeared on campus. Among these was Calvin O. Esterly in zoology, who after 1908, taught the theory of evolution, arousing more criticism by fundamentalists. Morgan Odell, Sr. '17 recalled: "I could not quite swallow Professor Howard Kellogg dating creation at 4004 B.C." This literalist interpretation had sprung from Archbishop James Usher who, in 1650, worked out a system of arbitrary dates for the creation of the world which was long used in some editions of the King James version of the Bible. A measure of academic freedom was at stake, as both students and faculty refused to subordinate their views to such rigid views. But, by 1918 Kellogg, who had been appointed under pressure from Lyman Stewart, was gone and Bible literalism on campus had vanished.

Newcomers to the faculty included, in education, Professor George R. Cook; in philosophy, Professor Thomas G. Burt (several times acting president and dean until his retirement) and Professor E. E. Chandler in chemistry, whose "laughing gas" experiments were unforgettable. He was one of

Occidental's first Ph.D. professors, having obtained the degree at the University of Chicago. In 1909 Baer lured him away from Pomona College at the then handsome salary of $1,300 for a ten-month contract. He stayed on until the eve of World War II. Also in 1909, the college awarded the first honorary doctorate of laws. It went to its own William S. Stevenson, respected and beloved professor of economics and sociology. Old grads fondly recalled "his black sleeves flying in the air from the vigor of his gestures." Such men provided fresh scholarship toward improved standards.

President Baer continued to transform the college from a limited curriculum school into a liberal arts institution. His colleagues shared Baer's vision of a greatly improved institution in a new location. A co-worker was Professor William D. Ward, who had been president of Emporia College. He

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Right: *William Dennis Ward, beloved professor of classical languages and author-composer of "Occidental Fair," 1914.*

Below: *women's baseball game near the Erdman Hall location at the new Eagle Rock campus in 1910. Dean Ward, wearing a bowler hat, is at far right.*

was a classicist who had served as dean of faculty for three years after 1906 and had reorganized the curriculum under a plan which foreshadowed Occidental's later major-minor system. In 1909 Ward relinquished his administrative duties to devote himself to teaching. Out of enthusiasm for the classics, Ward brought about the revival of Greek drama on campus. In those years the college had "departments" of Greek and Latin, both of which Ward headed. Even before the move to the Eagle Rock campus, he had personally discovered the site of the present Greek Theater, named many years later for President Bird. The theater was completed after Ward's death, but his translations of Greek plays were presented on that site, including "Iphigenia in Aulis" and "The Bacchanals." He is also remembered as the author of the Alma Mater hymn, "Occidental Fair," as well as for music written with his daughter, Ethel Ward Johnson, '12. Ward, a frail little man who weighed only about 100 pounds, was for many years the featured speaker at bonfire rallies before the Pomona football game. In October of 1925, at the first football rally ever held at what was then called the Occidental Bowl, Ward harangued more than a thousand enthusiasts before a game with "the southern Branch of the University of California" (UCLA). The college newspaper reported that "the final touch of realism came at the close of Dr. Ward's speech, when the California Bear was blown to shreds by a bomb." His forcefulness had a contagious effect upon twenty-six graduating classes lasting until his death in 1927.

Some early traditions have not survived the test of time. One was "The Rope Rush." First staged on the roof of the old academy building on the Highland Park campus (later to become the Savoy Apartments), this brawl featured teams of seven men each chosen from the freshmen and sophomore classes. They hoisted a leather pennant (known as the "ex-cowhide") atop a fifteen-foot pole. The class whose members tore it down was adjudged the winner. In a later event, the freshmen were to place their class numerals on a high bluff of southwestern Highland Park called College Hill—and to defend them against the sophomores. This battle, sometimes waged for as long as a week, was finally limited to a single night. If the freshman numerals remained atop the hillside crest at nine-o'clock the following morning, they were declared victorious and privileged to wear an orange button on their caps rather than a degrading green one. This interclass fracas later developed into a mud-fight competition. After Patterson Field, on the Eagle Rock campus, had been soaked the night before, students drew a large circle on the ground. The opposing factions lined up and a whistle signaled the start of a struggle within the circle. The class of 1931 was the last to stage this event. Other early competitions unknown to modern students included interclass jousts and the chasing of a greased pig!

More formal athletic prowess did not always flourish. In 1904 the students petitioned the trustees to raise tuition by $2.50 so that a professional coach could be hired and new gymnasium equipment bought. The chairman of the Athletic Committee, Professor H. T. Archibald, also complained that a succession of athletic defeats had "reduced college spirit to a low ebb."

A few words are in order about various Occidental seals and yells. An official seal first appeared on a college catalog in February 1907. The *Aurora*, predecessor of *La Encina*, today's college yearbook, used a stylized torch on a long handle. Much later, in 1941, a more elaborate coat of arms, bearing the words *"Lux ex Occidente,"* or "Light From the West," appeared. The official seal which has prevailed is inscribed with the words *"Occidens Proximus Orienti."* Roughly translated from the Latin, this symbolized the idea that the west and east were one, that Occidental looked outward, synergistically, toward Asia as well as inward.

The official college hymn, "Hail to Occidental," was the joint contribution of Dan S. Hammack '05, who wrote the words, and Williell Thomson, Jr., '10, who composed the music. It was published in 1908 but is seldom performed, having been supplanted by Ward's "Occidental Fair."

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It was once believed that the yell "Io Triumphe" had originated at Occidental. The yell, however, was brought to the campus in 1903 from Albion College in Michigan by a student, Frank Beal. The Albion version, still used there, follows:

Io Trimphe! Io Triumphe!
Haben Swagen rebecca le animor,
Whoop te whoop te heller de-vere
De-boom de-ral de-i de-pa
Hooneka henaka whack a whack
A-hob dob bale bora bolde bara
Con slomade hob dob Rah!
ALBION RAH!

The Occidental words are:

Io Triumphe! Io Triumphe!
Haben, swaben, rebecca le animor,
Whoopty, whoopty, shellerdy veridy;
Broomdy, Ralldy, eyedy, pa
Honeka, heneka, wack-a wacka;
Hob, bob, boldibara, boldibara,
Con slomaday, hob, dab, rah!
O.C. RAH!

The college mascot appears always to have been the tiger. As early as November 15, 1908 the Los Angeles *Times* refers to the football team as "the Tigers" while on December 9 of that year *The Occidental* described "intense rejoicing down in Tiger Town." As with its orange and black colors, the Princeton connection is manifest. The *Times* for June 12, 1913 announced that a Dorothy Vandevort of Pasadena had just presented the college with "a magnificent solid bronze tiger," last seen in 1944.

Against this background, President Baer was occupied with more important matters. One would lead him into controversy. In 1912 Baer made a serious miscalculation. He and the trustees proposed to make Occidental a college for men only. A headline in the Los Angeles *Times* on March 30, 1912 read: BAR THE CO-EDS AT OCCIDENTAL." It was followed by this statement:

In 1913 students posed on the steps of the Chemistry Building at the Highland Park Campus. Slogans depicted student opposition to conversion of Occidental into a men's college. This photograph was a gift of Chester Bradbeer '13.

> President Baer has announced the formal action by the board of trustees converting Occidental to a men's school. Women now enrolled will be allowed to complete their courses, but no more women applicants will be accepted. . . . The trustees believe . . . there is a demand . . . for a strong, high grade college resembling the New England type. . . . They most sincerely urge the alumni, the students, old and new friends, to put aside all personal preferences and help make Occidental a great men's college.

The alumni and some faculty members were stunned. Women alumni, infuriated, put on so much pressure that by April 11 Baer would tell the *Times* that he and the trustees had appointed a committee to "look into the feasibility of establishing a college for women of the same type and tone as Occidental, possibly using the same campus" while the men went to a new location. Male alumni too called the plan reactionary and ill-advised. Arthur N. Young '10, then a Princeton graduate student, sent Baer "a hot telegram of protest," signed by the half dozen Occidental men attending Princeton. Young considered Baer's plan to segment the college his most serious mistake. An alumni committee issued a Campaign Bulletin excoriating the administration:

> That this change is not desirable is shown by the fact that it was made in spite of protests from the overwhelming majority of the student body, a practically unanimous Alumni Association, and over 800 friends of the institution all over Southern California whose signatures were secured in but a few hours.

One young lady wrote the *Times*, accusing Baer of trying to make Occiden-

tal a school for rich men's sons. For about a month the college was officially a men's institution. After prolonged debate, in which the students took an active part, the trustees abandoned the idea. By the following June Baer tried to trowel over the thorny issue jokingly at commencement: "I want to tell you now that the programme has been entirely forgotten, and I am with you heart and soul for a greater Occidental for boys and girls, and I trust we may have many more of both." The notion of a men's college was not, however, quite dead; it would be revived during President Bird's administration.

In Baer's time, Occidental not only assumed a new stance in its administration, curriculum, and faculty; campus life was also markedly enriched. During the 1890s the student body had been so small that few rules were necessary. Later, Academy students and those in the college were formally separated with academy enrollees barred from intercollegiate sports and reduced to the role of onlookers. As the college's requirements became more specific, new standards were established to cover grading, course prerequisites, registration, and academic probation. Next came standing faculty committees. The most important of these for students bore the name "Rules and Discipline." Committees related to student activities included "Athletics," "Admissions," and "Publications."

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During chapel exercises President Baer displayed what Arthur Young '10 remembered as a "strikingly handsome appearance, with his iron-gray hair and strong features." Young recalls that "it was a period when men wore formal attire, such as cut-away coats, and he was always dressed in perfect style for every occasion." In the presence of an inspiring and eloquent president, "Thursday morning assembly was an important time when the seniors, in cap and gown, marched into the chapel while the rest of the student body stood in respect to them." Baer frequently spoke of Occidental as the Princeton of the west. In the exercise of his office, "his attitude was always positive. . . . He very much desired personal contact with the students, frequently stating in chapel, 'My door swings in.' But he was not too successful in this endeavor, because the students really stood in awe of him."

"It is expected that the deportment of the students shall be in all respects such as becomes gentlemen and ladies," the college catalog announced. "Immoral conduct of all kinds" was forbidden. Reports to parents guaranteed that the "morals of the students will be carefully guarded." Despite restrictions placed upon them, student associations with both the faculty and administration were close. They were made welcome in faculty homes. The Cleland home, a large structure overlooking Sycamore Grove, especially furnished a haven from the rigors of study. An "Occidental Spirit" was slowly emerging among this pre-World War I generation that encompassed both scholarship *and* social friendliness. No picture of the early days at Occidental would be complete without attention to this esprit de corps.

Student activities were carried on largely within the campus because of the relative isolation of then semi-rural Highland Park from Pasadena and Los Angeles. Since students could keep neither horses nor carriages at the college, they depended mostly upon bicycles or their own feet for transpor-

tation, until a streetcar line eventually connected the campus with Los Angeles, and later with Pasadena. The first social clubs, which helped focus attention on campus life, included the Owls and Apes as well as the L.I.Z. and D.O.T. organizations. The Owls took their name from an owl's nest in a hollow tree near the Cleland house. Upon one occasion, an early end for the D.O.T.s was threatened because of the inclusion in the college yearbook of a set of photographs that depicted its members in indiscreetly decolleté gowns.

The early campus was characterized by its friendliness, but students were also interested in matters beyond its walls. The college's association with the Orient, and especially China, was marked. Its motto was, and is, *"Occidens Proximus Orienti."* Some of the earliest students came from missionary families that had spent years in the Far East and had brought back with them an appreciation of Oriental culture. By 1918, the college offered its first courses on the history of the Far East. A few undergraduates also attended Hangchow University. In order to raise funds for this purpose the students in 1919 began an annual "Hangchow Day." There were also contacts with Lingnan and Yenching universities. A future president of the college, Arthur G. Coons, spent a year in China under a "California College in China" foundation fellowship.

Although it is impossible to treat the careers of even a fraction of Occidental's distinguished alumni, one of these was so deeply involved in the emergence of revolutionary China that it would be an injustice to omit him from this history. Homer Lea was a scholarly hunchback who entered Occidental in 1896 as a freshman when the college was located on the St. Vincent's site. He had hoped to go to West Point but his deformed spine made this impossible. He studied Latin and Greek in order to understand ancient warfare and French, German, and Italian so that he could comprehend foreign military tactics. Lea also read everything he could find on Alexander the Great, Hannibal, Caesar, and Napoleon. He was a debater and member of the student senate of 1897.

Nicknamed "Little Scrunchneck," Lea, although only five feet four inches tall, became an accomplished swordsman. He fenced and he studied Horace with a classmate, R. Morgan Galbreth, who later recalled his friend's sharp facial features and the intensity of his social views. Galbreth described Lea as inclined toward human betterment rather than the orthodoxy of which he was later accused by popularizers of his ideas.

Lea's real passion was the Orient. He had picked up Chinese from the family cook, a pig-tailed Celestial who captured the lad's imagination with tales of his distant and turbulent homeland. Lea also joined the Po Wong Wui, a right-wing Chinese secret society in California. Clare Booth Luce's introduction to his book, *The Day of the Saxon*, reveals that "to the increasing annoyance of his classmates who had outgrown their adolescent interest in playing soldier, Homer spouted the campaigns of Caesar, Hannibal, Alexander, Turenne and Napoleon, which he knew far better than they knew their football and baseball scores."

Though handicapped and weighing only 88 pounds, Lea was determined to lead a vigorous soldier's career. After further studies at Stanford, he sailed for China. There he aided the reformist Emperor Kuang Hsu to break the Boxer Rebellion of 1900–1901 and was appointed a lieutenant general. Lea became imbued also with the ideas of the great Chinese scholar K'ang Yu-wei who provided the philosophical justification for Chinese reform. He next fled to Hong Kong from the reactionary Dowager Empress and met the nationalist leader Sun Yat-Sen. This father of revolutionary China was then seeking to oust the Manchu imperial lineage. In his autobiography Dr. Sun pays tribute to General Lea's brilliance; Lea again fought in China during 1904 and in the revolution of 1911 continued as an advisor to Sun Yat-Sen.

Back in the United States, Lea conspired with American businessmen and politicians to foment China's yet uncompleted revolution. He founded several centers in which he recruited and trained Chinese volunteers. Although deformed and now plagued by headaches and eyestrain, Lea formed a military company of Chinese cadets whom he took on maneuvers near Eagle Rock and led in Pasadena's Tournament of Roses parade. Over 200 of these young officers were credited with helping finally win the revolution in 1911, when Sun Yat-Sen became China's first president. Lea achieved international acclaim with his *The Valor of Ignorance* (2 vols., 1909; repr. 1942), a book that shrewdly foretold how the Japanese would one day clash with the United States. Before the second world war it was closely studied by the Japanese high command. In *The Day of the Saxon* (1912; repr. 1942) he also correctly prophesied an attack on the British Empire by Germany and other enemies.

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Neither Occidental nor America's wider society took Lea seriously, though Kaiser Wilhelm before World War I asked him to come to Germany for consultations. Britain's Field Marshal Lord Roberts also invited him to London to discuss war strategy. Just as a victorious Chinese revolution ushered in a republic, Lea died at age thirty-six in Ocean Park in California. His foresight, dismissed by some as warmongering and self-serving sensationalism, was recognized only after the Japanese attack on Pearl Harbor in 1941—long after his death. His other works included *The Vermillion Pencil* (1908) and a play, *The Crimson Spider* (1909). When he died Lea was at work on a history of China's political development. He has emerged as the college's most provocative early alumnus.

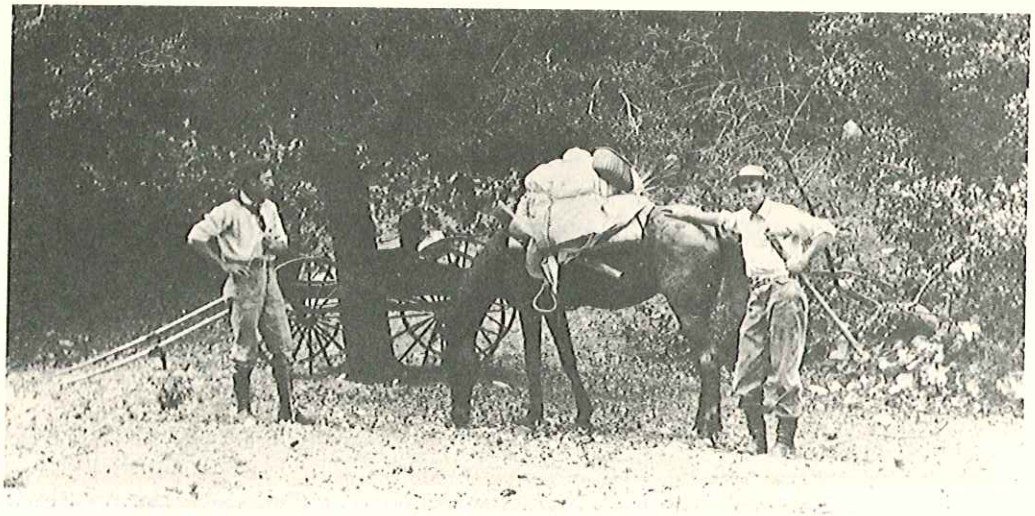
In its first years Occidental students with literary interests looked to the Laurean Society and to the Stevenson and Lowell Literary Societies for fellowship. There was also a Witenagemot Society. The student publication *Aurora*, and, after 1904, *The Occidental*, offered campus writers forums for self-expression. As the latter was launched, the students also established self-government through the Associated Students of Occidental College (A.S.O.C.).

In 1904–1905 the college paper's literary editor was Robinson Jeffers who was to become one of the world's great modern poets. He had published his first verse in the *Aurora*, which also printed excerpts of high-flown humor

from publications on other campuses. Almost seventy years later Arthur Young '10 wrote about Jeffers:

> I recall the graduation from the College in 1905 of Robinson Jeffers. As a lowly 'prep' I hardly knew him, but remember him as a lanky and somewhat gaunt youth, then aged 18. His commencement speech was a long poem which seemed unintelligible to me as a non-poetic listener. Doubtless the poem was developed in some form into one of the later works for which he became famous.

Each of the eleven graduates that year spoke. According to the Los Angeles *Times* of June 16, Jeffers' poem was entitled "Cuba Libre." Only a few weeks before he had, incidentally, run a two-mile race against U.S.C., finishing third. As late as 1909 Jeffers remained treasurer of Occidental's Hellenic Society, a group of students and alumni interested in the classics.



These recently-discovered photos of students in various poses appear to include the poet Robinson Jeffers '05. Above: *an early theatrical performance possibly with Jeffers in the cast.* Below: *this picture appears to show him again, wearing knickers on a hiking trip with Robert Glass Cleland. Both were members of the class of 1905.*

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All of these photos are undated but were probably taken between 1901 and 1905. In the picture below, Cleland is in the top row on the left.

In 1913, after dabbling with both medicine and forestry, Jeffers settled at Carmel, on what was then a rugged and unspoiled coastline. Aided by his wife Una, their two sons, and, later, some local workmen, Jeffers built with his own hands a granite residence—Tor House—which seemed to symbolize his withdrawal from the world. His poetry was generally unrhymed as to meter, yet stark and wildly rhythmic. The Jeffers themes described man's depravity, incest, lust, and the futility of life; they stood in sharp contrast to his respect for the nobility of nature, as he observed it along the Carmel coast. By 1932 Jeffers appeared on the cover of *Time* magazine. His poetry was at its best in such disturbing works as *Tamar* (1924), *Roan Stallion* (1925), *Give Your Heart to the Hawks* (1933), and *The Double Axe* (1948). In 1947, Jeffers' *Medea*, a classic tragedy adapted for poetic drama from Euripides, was produced on Broadway, with Judith Anderson in the lead. This brought him even wider acclaim than his earlier poetry. Jeffers died in 1962 during Occidental's seventy-fifth anniversary year, and at the same age.

We know that both Robinson Jeffers and Homer Lea, as students, hiked together in the Sierra Madre Mountains. At Occidental Lea gained his first systematic knowledge of politics and economics and Jeffers some of his earliest notions of that poetry of antiquity which he came to celebrate in both verse and drama. Not every alumnus could achieve fame, but it was significant that a fledgling college should produce such alumni.

The first mention of an alumni association concerns the election of Percy Dilworth, a graduate of the class of 1894, as president of the alumni during the year 1894–1895. The *Aurora* for June, 1902 reported the high expectations of Occidental's first alumni: "Like the tiny stream which grows into a mighty river, this little band is destined, we hope and believe, to become a great company which Occidental shall send forth to carry sweetness and blessing to the world."

After a slump in spirit following the fire of 1896, Occidental's teams renewed football competition. The Los Angeles *Times* regularly reported the college's athletic events. The rivalry with Pomona also furnished good copy for the student paper; it was, however, unable to boast of a victory until 1906. One reason for Pomona's early success in football—at least from the Occidental point of view—was its use of a "professional coach." Through this "unfair" tactic, in 1903 Pomona won an overwhelming victory of 52–0. In 1905–1906, however, the Tigers gained southern California championships in football, track, and baseball. By 1911 Occidental too had hired a "professional coach." The popular Joseph A. Pipal would stimulate athletic activities for years to come.

On the Highland Park campus, with a student body never numbering over 350, Occidental fielded football teams against Oregon State, U.S.C., the University of Arizona, the University of Utah, Stanford, and Syracuse. The college's track team, in particular, won high honors in its early years. Baseball ranked only third in interest among sports; yet Occidental horsehiders won the championship in 1906, defeating both St. Vincent's and

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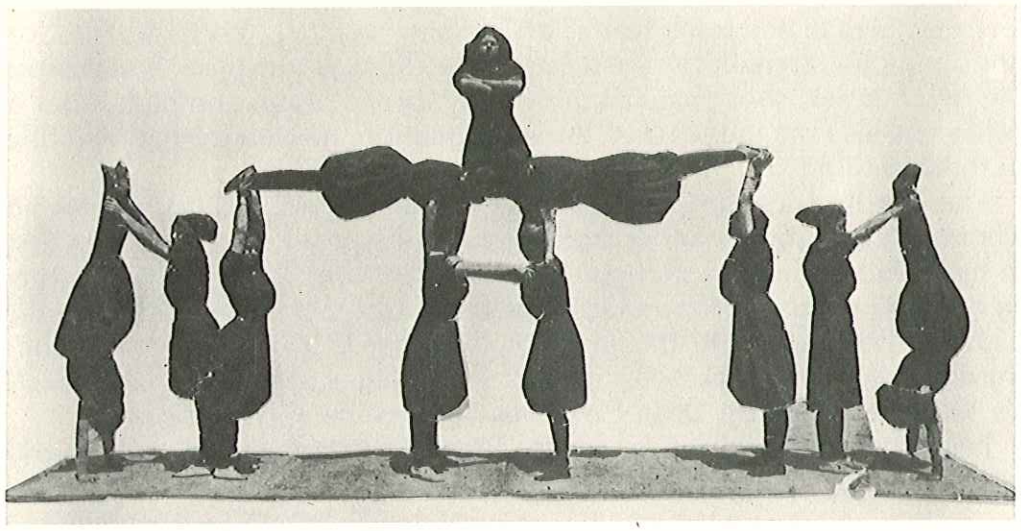
Above: *women's volley ball team in 1914.*

Below: *this picture is labeled: "Occidental Academy Women's Pyramid Team trained by George Braden, gym teacher, 1910–1912."*



U.S.C. That year they won a spectacular play-off with St. Vincent's by a 3–2 score, which ended on an outfield error. The game was so important that it was played on a field at Washington and Grand streets owned by the Los Angeles Angels, a professional team. Women's basketball and men's intercollegiate tennis are the only other sports mentioned in yearbooks for that decade. By 1914, incidentally, Occidental, Pomona and the University of California all barred freshmen from participation in athletics.

The college's early prominence in athletics coincided with the appearance on campus of a great natural athlete. This was Fred C. Thomson '10. He would become an early film star and small boys across the country identified with him as a great western rider. Along with William S. Hart and Tom Mix, he became the prototype for such imitators as "The Lone Ranger."

A fellow student, William E. Roberts '09, wrote that when the young Fred was at Occidental's Academy he repeatedly got in the way of the college's older athletes: "He kept bothering and puttering and plugging until he learned the right way to run, jump, hurdle, put the shot, pole vault, throw the hammer, or anything else that was to be learned." He was, Roberts recalled, "the most nonchalant athlete I have ever seen."

As a freshman, Fred made the varsity football team. Indeed, he became its backbone for four years. He had few equals and could play any position. Because Oxy was such a tiny college, its coaches rounded out their teams by playing Fred in any position that was weak. *La Encina* for 1912 described "his great weight and strength, combined with speed and agility. . . ." He was also a varsity horsehider, "noted for his long hits and his beautiful peg." In tennis and basketball his performances were stellar and he was a superior gymnast, "having a suppleness and control of his muscles that is rarely seen in smaller men, almost never in large men."

During his senior year, Fred once spent the night before an important Pomona track meet with his astronomy class atop Mount Wilson. Getting up at dawn the next morning, he ran toward the college down the winding mountain trail, then across all of Altadena and Pasadena. "Some of us fellow members of the track team," a classmate recalled, "criticized him for not saving his strength for the meet. All he did was to win six first places, the two hurdles, shot put, hammer throw, broad jump, and high jump. I believe he also ran in the relay. After graduation, he won the national title in the decathlon."

The Los Angeles *Times* for February 28 and March 21, 1909 reported Thomson's wins in two other athletic meets. Against Pomona he won first in the high hurdles and shot put and placed in three other events, posting 29 of the 49 points scored by Occidental. Against U.S.C. he was first in the high hurdles, second in the shot put, hammer throw, and broad jump, third in the low hurdles, scoring 17 of the college's 27 points in that meet. By then the legendary Dean Cromwell '02 was the opposing coach.

Fred Thomson's college years also featured a particularly well-remembered non-athletic but spectacular event:

> His most spectacular achievement off the athletic field occurred when . . . he purloined a yellow streetcar, gently but firmly assisting the conductor and motorman to alight and piloting the juggernaut up and down Monte Vista Street for his own amusement and the amazement of onlookers, but to the intense embarrassment of the college authorities who were threatened by the Los Angeles Railway with a damage suit amounting to several times the total endowment of the institution.

The Highland Park campus bordered the main line of the Santa Fe Railroad to San Bernardino and eastward. Its tracks bisected one of the heaviest gradients on the entire route, a slope that terminated a few hundred yards beyond the eastern boundary of college property. Because of the clatter caused by locomotives toiling up this hillside, classes had to be suspended for at least four minutes each time a train appeared. The Santa Fe's timetable punctuated class periods as well as any warning bell. Morgan Odell, Sr., '17 remembered vividly the railroad's "reverberating and clanking steel . . . as the howling monster roared by like the crack of doom." As a freight train chugged up the hillside, Fred Thomson would mount the train toward its front, run along the roofs of a long line of cars toward the rear, and get off at the same spot where he had mounted the train. Needless to say, this was a stunt that students greatly enjoyed watching.

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A classmate called Thomson "the world's greatest all around athlete." On August 14, 1910 the Los Angeles *Times*, indeed, announced:

> Fred Thomson, competing under the colors of Occidental College, captured the highest athletic honors in the country today when he won the twenty-seventh annual all-around championships of the National Amateur Athletic Union at Marshall Field.

At Chicago Thomson won first in the shot put, 880 yard walk, and 120 yard high hurdles with a total of 6991 points. Avery Brundage, who later ruled the American Athletic Union and the Olympic Games for many years, captured third place with 6120½ points. Fred Thomson also represented the United States in the 1912 Stockholm Olympic games, again in the "All-Round Events." Thomson studied for the ministry at Princeton, and for a time became an army chaplain and later pastor of several churches. Fond of the out-of-doors, he was also gifted in the classics, music, and in applied science, tinkering with modifications to the internal combustion engine.

During World War I, Fred and his younger brother Harrison '18 served in the same field artillery regiment and in 1917 both competed in the Inter-Allied Games in Paris where Fred won the hand grenade throw while his brother placed second in that event. Harrison recalled how General John Pershing, the allied commander in Europe, "was amused that we came up together for our medals." Because the motion picture actress Mary Pickford (known as "America's Sweetheart") was honorary colonel of their regiment, Fred broke into pictures and in 1919 married her scenario writer, Frances Marion. He played opposite Miss Pickford in the film "Love Light"

(1922). Riding his magnificent stallion, "Silver King," he attained fame as a clean-cut cowboy whose heart was pure and whose motives were chaste.

Thomson enriched himself by making over sixty-five films under the F.B.O. (Film Booking Office) label. That firm was controlled by an Irish financier from Boston, Joseph P. Kennedy, the father of President John F. Kennedy. Only one of Thomson's films, "Thundering Hoofs," has survived, the others being destroyed in the 1960s. It is a classic silent western. During the filming of its chase scene Fred was injured and had to be hospitalized. Thomson died Christmas night of 1929 at age thirty-seven. Among the pallbearers at his funeral were the early film stars Harold Lloyd and Douglas Fairbanks, Sr., as well as one of his best friends, the world-class boxer Gene Tunney.

A second redoubtable athlete, who later made a mark in academia, was Henry Nelson Wieman '07. A classmate remembered Wieman as "the rock which repeatedly wrecked Pomona's championship aspirations . . . the first of a mighty race, potent in both football and track." He taught philosophy at the college from 1917 to 1927 and later became one of the luminaries of the University of Chicago faculty. Occidental was among the first colleges to honor him, in 1930, with a Litt.D. degree. In 1965, civil rights activist Martin Luther King, Jr. spoke at Occidental and he told the author that Professor Wieman had strongly influenced him as a graduate student at Chicago.

The Los Angeles *Times* for January 5, 1909 announced a gift of $25,000 from the president of the Baldwin Locomotive Works, to be used for the development of science instruction at Occidental. It was paradoxical that on May 19 the *Times* reported that the heavy freight trains traversing the campus caused a jarring of delicate instruments that made it impractical to build a new science hall.

Occidental could not expand beyond its small campus, for the Highland Park site was bounded by three streets that carried an increasing volume of traffic. Evening campus events had to be postponed until after the eight o'clock "California Limited" passed by. President Baer and the board of trustees, thus, sought a new institutional location. The only feasible area of expansion, toward the steep hills near the Southwest Museum, was not inviting. As we have seen, the trustees, in 1910 had decided to move Occidental once more and to a more distant location.

While they searched for a new campus, its chief rival, Pomona College, was seeking a president and showed great interest in John Willis Baer. For a time the trustees of both institutions considered joining Pomona and Occidental into one college under Baer's leadership. There was academic precedent for combining schools of higher learning. For example, today's Washington and Jefferson College in West Virginia merged into one campus when, in 1869, Jefferson College became a casualty of the Civil War. But the circumstances were different in the southern California of 1909. In his *History of Pomona College* (1977), E. Wilson Lyon writes about the possibilities of such a merger:

> Would it not be logical, so some opinion ran, if Occidental came to Claremont, with President Baer heading the resulting larger and more influential institution? . . . When the actuality and practicality of a union were faced, little progress could be made. . . . Major issues which soon appeared were the reluctance of Occidental to come to Claremont, and the natural disinclination of the Pomona trustees to abandon a campus upon which they had just made notable progress.

The minutes of the Occidental trustees for June 16, 1909 recapitulated the difficulties inherent in joining together the two colleges: "While it is true that the Occidental trustees are planning to relocate . . . upon a much larger campus, they believe it would not be wise to remove from the immediate vicinity of the growing city of Los Angeles." Lyon summarizes Pomona's sentiments: "While the definitive decision against union was taken by the Occidental trustees, they obviously articulated the final consensuses of both boards." The trustees, however, expressed faith "that the rapid growth of southern California will tax each institution to the utmost." We shall never know what kind of future these two colleges would have enjoyed had they forged ahead together rather than separately. As early as 1899, the *Aurora* had discussed "the advisability of uniting Occidental College with Pomona and the University of Southern California." Its verdict then was the same as ten years later: "Occidental is fully able to stand by itself."

1887–1914

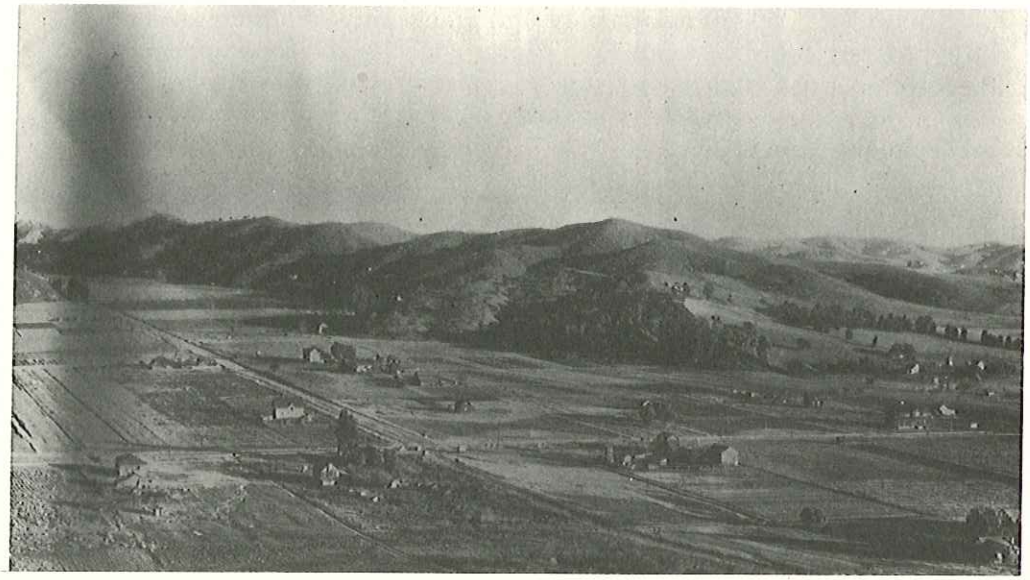
In those years, student enthusiasm for the institution literally reached the mountain tops. On September 12, 1907 the college newspaper announced that "an Occidental College monument has been established on the summit of Mount Islip, thirty-five miles north of Azusa, altitude 8,240 feet." Students were invited to inscribe their names on a register at the mountain site, which was "composed of a huge pile of rocks surmounted by a flagstaff bearing a metal Occidental pennant." Each visitor was to add another stone to the monument.

In 1909, Oxy students built the Wawona Cabin, an outgrowth of a happy camping party held at Pine Flat the previous summer. They lugged ninety pack-loads of lumber, cement, and nails up "The Heartbreak Trail" from Coldbrook Camp to Pine Flat; this was a strenuous, zigzagging, uphill trek. Located near Crystal Lake, where one could fish with worms for perch and bass, the student cabin was the first resort building erected in that area of the San Gabriel Mountains. After 1915, nearby Occidental Peak (5,732 feet) was named for a group of students who built a winding trail to the top.

Back on the Highland Park campus, President Baer and the college trustees continued to search for a new and quieter campus. United States Senator Frank P. Flint, who became chairman of Occidental's board from 1912 to 1918, suggested his ranch, "Flintridge," near La Cañada. The main building is today the field house of the Flintridge Riding Club, which the senator and his circle founded. But the location seemed too remote and barren, so the trustees looked elsewhere.

By 1910 they found a way to overcome the disadvantages of noisy Highland Park. A few miles to the northwest was a site named Eagle Rock for the

A view taken in 1910 from the site of the Toland Way School looking northeast over the future campus of Occidental College, the Eagle Rock valley, and the Sierra Madre mountains.



most prominent feature of the area. Nature had given the place a natural wonder when erosion sculpted the figure of an eagle out of a huge granite rock formation. Almost perfect in shape, the rock cast its shadow in the form of an eagle during certain times of the day. This shadowy predator perched in the foothills well above where the college is today, almost seemed to swoop down on the houses nestling below.

A short distance south of the rock, on the former lands of the Verdugo family's old San Rafael Rancho, lay an unoccupied hillside slope, near some old springs. According to the Los Angeles *Times* for March 28, 1914, a friend had taken Baer there for a walk "and made him climb a hill to enjoy the view. Baer exclaimed 'Wouldn't that make a beautiful campus?'" The friend replied: "'That's the one I have in mind.' And thus was this lovely place discovered." It was an ideal, almost bucolic, location. Horses and cattle used a small swamp on a dirt road, today's York Boulevard, to slake their thirst. Artesian water flowed freely from underground, making it possible for stables to operate in the trough of the open valley below. On the hillsides Italian immigrants cultivated wheatfields, using plows drawn by mules.

Once again donors came forth to insure procurement of land for the college's third site. A syndicate, with Ralph Rogers, James G. Garth, and C. A. Kinney as its leaders, offered seventy-five acres of land. They became the developers of "Occidental Park," advertised as a tract of "more than seven hundred choice lots." It was to be a community of "no shacks, no saloons, nothing of an objectionable character. Nature has outdone herself in showering beauty and attractiveness upon Occidental Park." Planned around a circular thoroughfare, Campus Road, was a real estate development with the college as its center. Primarily because of the insistence of Dr. E. P. Clapp, chairman of a special committee of the board of trustees,

the college bought twenty-one additional acres for $13,500. Supplementing this acreage was the gift of a portion of College Hill (almost three acres) by the real estate firm of Edwards and Wildey. These three pieces of land constituted the beginnings of the Eagle Rock campus. Much later there were additions, supported by Godfrey Edwards and Alphonzo E. Bell. The new campus was then, of course, wholly undeveloped and quite remote.

The Los Angeles *Times* for January 8, 1910 announced that "The athletic field and bleachers will be exactly the same size of those of the famous Franklin field of the University of Pennsylvania" and that six campus gates were to be "patterned after those which have made the Harvard University campus famous over the world." Occidental would, thus, grow toward greatness by architectural association.

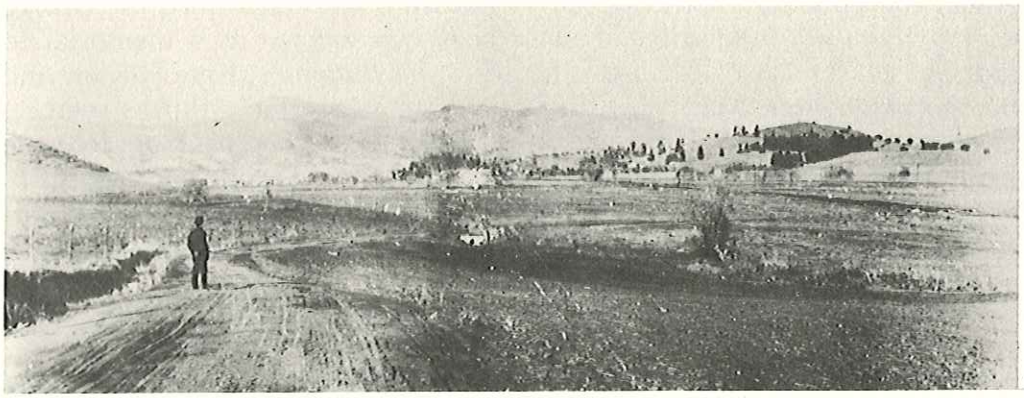
1887–1914

At that time, for five cents one could ride all the way from Eagle Rock to Inglewood on the yellow cars of Henry E. Huntington's Los Angeles Railway. A dusty country road, now Colorado Boulevard, ran nearby. The few scattered dwellings ranged along its weed-wild roadside could barely be called a community. The trustees, however, foresaw the possibilities of Occidental's next campus. Extensive landscaping was necessary and mules were used to grade the hills on which Swan, Fowler, and Johnson Halls would be built. Arthur Young recalled how

> in 1910 the student body went there en masse to inspect the scene. We did not object to a long walk in those days. We saw sloping open fields with a rise to the hills. No one then, I am sure, had the vision to imagine that the future would bring into being the fine institution in the form in which we see it today.

In 1910 the trustees chose Myron Hunt to plan the new campus and to design its buildings. Hunt was an established architect in Pasadena. A member of the "Chicago School" of architecture, he had once shared an office with Frank Lloyd Wright. Hunt's early work was tinged with "Chicago Progressivism," an iconoclasm of mild variety. For Occidental, a loyal patron until his retirement, Hunt was much more conservative. He had originally been trained at the Massachusetts Institute of Technology, a

Myron Hunt, architect, surveys the future site of the campus, about 1910.



bastion of the Beaux Arts ideas reflective of classical and medieval motifs. The Beaux Arts influence had also triumphed at the 1893 Chicago World Columbian Exposition.

For Occidental, Hunt chose a Beaux Arts plan. He centered the main structures on a major axis—now Alumni Drive—forming two balancing quadrangles. Taking advantage of the dramatic rise of the terrain toward College (sometimes Fiji) Hill, he planned a central building. Never actually constructed, this was to form the east end of an axis secured by Johnson and Fowler Halls at each side. It also was to occupy the base for the minor axis anchored later (1938) on the north by Thorne Hall. The south end of his plan was never completed.

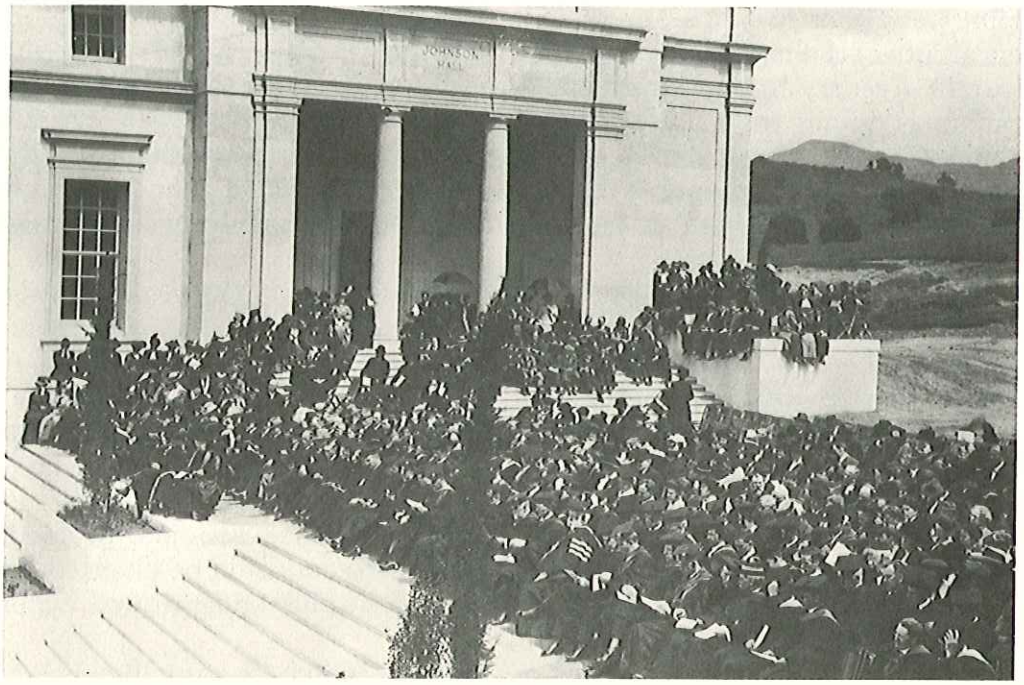
Years later, President Arthur Coons was asked his opinion of Hunt's original plans for a main building and replied somewhat inaccurately: "Shades of Old Perugia." Hunt's building plan was in a conservative, neo-classical style, regionalized with an Italian and Hispanic flavor by tile roofs and arcades. This lent a Mediterranean unity to the Eagle Rock campus that was sustained until Newcomb Hall (1956) intruded upon Hunt's original format. Other architectural diversions have since weakened Hunt's orderly Beaux Arts imprint, part of which, nevertheless, remains.

The idea of a planned community, based upon exhibitions at the 1893 Chicago fair, was crucial to Hunt's plan. He wanted to convert a raw California valley into a college community supported by a building pattern that was generous and imposing in scale yet dignified in perspective. At Occidental, and also at Berkeley, this vision was not to become a reality.

Hunt later founded a partnership at Los Angeles with H. C. Chambers. Their firm also designed buildings for Pomona College, Caltech, the Huntington Library, and numerous large business structures, including the Ambassador Hotel. The planning of the Occidental campus, however, became Hunt's consuming major interest. Chambers was the interior artist for these new buildings while Hunt took care of outside designs, including landscaping.

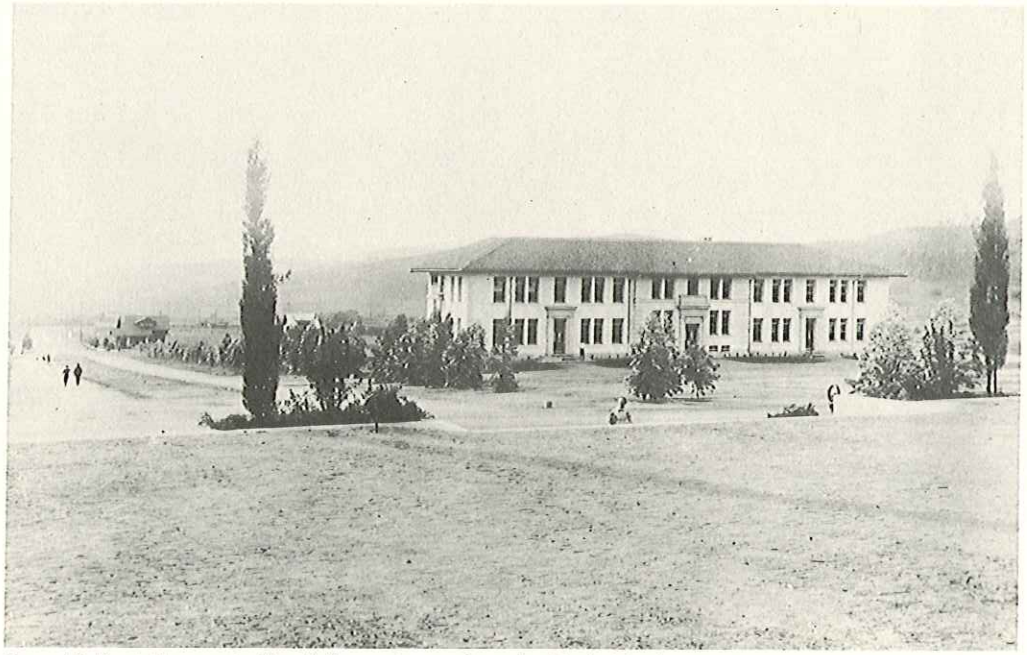
The Johnson Hall of Letters and the Fowler Hall of Science, their decorations including cornices and other outside plaster designs, were constructed from Arizona sandstone and cast concrete. The former building was the gift of the same Mr. and Mrs. O. T. Johnson, who had aided the college during the 1905 fund drive. Fowler Hall was erected as a memorial to Eldridge M. Fowler of Chicago, the gift of his daughter, Kate Fowler, and his granddaughter, Marjorie Lloyd-Smith. Hunt erected a third structure, to enclose the central quadrangle on the west, directly across from Johnson Hall. This was James Swan Hall, a dormitory, the gift of Mrs. Frances B. Swan, and a memorial to her husband. It represented a high point in dormitory design in those times. In fact, the new Occidental campus caused a stir in Pacific coast architectural circles.

The quad, bare, gullied, and furrowed by small arroyos created from winter rains, was otherwise relatively dry and almost treeless, as were the hills beyond the campus. Barley and wheat fields stretched out on all sides.



1887–
1914

Dedication of Johnson and Fowler Halls, Eagle Rock campus, 1914.



Swan Hall, at the west side of the main quadrangle, Eagle Rock campus, was erected in 1914. This photograph was taken the next year.

Hunt set about to landscape the site. Using two small flats of blue-gum eucalyptus seedlings, purchased for seventy-five cents each, he brought instant greenery to the campus. The trees were intended to rise above the buildings, giving them added height. Hunt also planted hundreds of small tobira bushes. These shrubs were dark green and shiny leafed. Hardy plants, they were susceptible to few diseases and could withstand heat and the lack of water. Above all else, they were, like the eucalyptus seedlings, inexpensive.

Construction had begun on the Eagle Rock site in January, 1912, after funds had been assured for the building of Johnson, Fowler, and Swan halls. In the early stages of construction an unexpected flow of water almost halted work on Johnson Hall until ways were found to control an underground stream. Heavy rains had filled the hillsides, draining into a series of geological fault lines along the bottom of College Hill, which construction crews tapped while building Johnson. (Forty-six years later, in digging the foundations for the Norris Hall of Science, a similar problem threatened, until a free-flowing underground stream could be diverted. In 1968 the college again faced the problem of surplus underground water during construction of Coons Hall.)

Dedication of the new campus occurred in March of 1914. By spring, enough progress had been made to permit commencement exercises to be held on the Eagle Rock site. The campus was brought to life by students vibrant with enthusiasm. One fundamental phase in the history of Occidental had ended and another was about to begin.

The 1915 freshman class assembled behind the Oxy Tiger, Highland Park campus.

Chapter II

TRANSFORMATION

1914–1929

1914–1929

After moving to the Eagle Rock campus, Occidental—now a college of some 300 students—started its advance toward the status which President Baer had envisioned. The years at Highland Park had seen the building of firm foundations and the improvement of both the student body and of academic standing. The new campus, raw though it appeared in 1914 photographs, proved transformational in its effect—set as it was in the midst of open spaces, its off-white buildings and red tile roofs gleaming in the California sunshine. Eight buildings were originally planned, but only three could yet be built—Swan, Fowler, and Johnson halls. Since no provisions were made for dormitories other than Swan Hall, students were forced to find rooming nearby. The surrounding area soon became the scene of frenzied building activity and housing clubs sprang up. For a time a student dining room occupied the first floor of Fowler.

In addition to the Eagle Rock Boulevard streetcar line, which furnished the principal means of travel to Los Angeles, "gas buggies" facilitated access to the college. Students could reach Pasadena and Los Angeles via unpaved roads that served as streets. Despite their semi-rural status, the activities of both campus and students were noted by the Los Angeles press—especially when Occidental won football games from its larger crosstown rival, the University of Southern California, or whenever student pranks and raids attracted public notice. Meanwhile, Occidental's better graduates sought further training elsewhere.

Some of the college's best students went to Princeton to do graduate work. Although Occidental's connection with that institution was to become stronger, Princeton forced its first transfers to repeat their senior year and to earn a second B.A. degree. Arthur Young, who graduated in 1910, irately wrote his mother that year that he refused to follow that route. After an interview with Princeton's legendary Dean Andrew West, he reported: "I would not want to cast the reflection on Occidental that an additional year of work was necessary for a Princeton B.A. I would not want to write after my name B.A. Occidental, 1910, B.A. Princeton, 1911, M.A. Princeton, 1912." Somehow Young managed to convince crusty old

West and he was allowed to proceed immediately with graduate studies: "It is a big recognition for Occidental and a big boost that my B.A. is taken here on the same standard as the diplomas from a select few of the eastern colleges," he proudly wrote home.

In 1915 Dean West gave a series of five lectures at Occidental. David Starr Jordan, president of Stanford University, made a special trip to attend. West used the occasion to praise the excellent record which Occidental's matriculants had made at Princeton. He told the Los Angeles *Times* on May 1 that he considered Occidental "the Princeton of the Pacific slope." Later he wrote Baer that here was one institution "entirely free of foolish pretence . . . a first-rate college. . . ." This was the Occidental that showed so much promise. West, who later had much to do with ousting Woodrow Wilson from the presidency of Princeton, hosted Baer there. On that occasion he again congratulated him for heading a college that emphasized "solid studies of general value rather than to dissipate the student's energy in a smattering of many things." In 1916 Princeton awarded Baer an honorary LL.D. degree. Like Princeton, the college soon thereafter announced that it would limit its incoming freshman classes – to 150 students.

On March 27, 1914 Occidental's twenty-fifth anniversary ceremonies, postponed for two years, were finally held. Formal dedication of the new buildings also took place at that time. President Baer and Senator Frank Flint, board chairman, attracted some significant anniversary speakers. Among them was Frank B. Kellogg, later United States senator, as well as secretary of state and author of the Kellogg-Briand Peace Pact. Another guest was Benjamin Ide Wheeler, president of the University of California. Prominent leaders came from California's institutions of higher learning to hail a new epoch in Occidental's life. The college had advanced considerably in both facilities and renown.

Another speaker invited to the campus, in March of that year, was Booker T. Washington, one of America's earliest black leaders. Although President Theodore Roosevelt had been criticized for hosting him at the White House, Washington, then head of Alabama's Tuskegee Institute, was popular among academics. President Baer rented the downtown Temple Auditorium (which became the Philharmonic) to accommodate prospective students from high schools all over southern California. Washington spoke there on March 9, 1914 and also later on the campus. The college paper reported:

> For an hour the vast audience was held spell-bound under the thrilling message of the great Negro educator, as he told of his life, his education, and then of the magnificent work he is performing in building up the life of his fellow men.

After this talk, entitled "The Application of Education to Life," Paul Young played Paderewski's "Polonaise" on the xylophone.

In 1916 Baer and the trustees unwittingly embarked upon a second act of official folly. Remembering all too well the spectacular success of the 1905 fund drive, they now set up a new goal – to raise a million dollars in only ten

days. Not only was this an unrealistic expectation but the means used were unfortunate. They hired Frederick Courtney Barber as chief fund raiser; his address, quite appropriately, was Number 1, Madison Avenue, New York City. Barber's firm set out to portray Occidental as "*the* College of the City of Los Angeles." The campaign was stage-managed in the center of "downtown Los Angeles." Occidental, however, was neither then nor later prepared to assume the role of a large city institution. The premise on which the campaign was built – to project the idea of a municipal college – created a false, indeed untenable, image. Its goal was to find 10,000 donors.

To dramatize the progress of Occidental's "one big campaign," a "huge money thermometer" was erected in front of the Dyas building downtown. Atop the building, Barber placed a clock forty-five feet high and forty wide. The Los Angeles *Times* for February 14, 1916 reported: "The hour hand will point to the $1,000,000 and every day at noon the minute hands will be moved to indicate the amount obtained during the previous 24 hours." He also pasted 1,000 placards on the city's streetcars. Students served free lunches to all volunteer workers at the fashionable Alexandria Hotel and peddled advertising brochures which described the college in terms that did violence to academic good taste. The campaign stressed inflated statistics, cheap publicity, and ballyhoo.

Florence Brady '19 (who was to become college registrar) recalled that in the spring of her freshman year her contribution

> was to take part in a skit presented in the window of a store (I think it was the Southern California Furniture Company) on Broadway in downtown Los Angeles. This was intended to acquaint passersby, through the use of signs and pantomime, with Occidental College and its needs. I don't know how many people contributed as a result of our efforts, but those of us who took part in those performances could say that we once played on Broadway. The campaign was intensive; it united all segments of Occidental into the effort, but it was ill-timed and fell far short of its goal.

After all the fanfare, the total raised was slightly over $400,000, less than half Barber's goal, from which he exacted a commission. More than half of the campaign came from two donors. O. T. Johnson again came forth, this time with $166,000. David Gamble gave $50,000. Before the 1916 fund drive President Baer had established contact with his family, which owned the Proctor and Gamble soap company, and whose members regularly wintered in Pasadena. Most of the citywide hucksterism went for naught and the trustees learned that it was better to interest one or two philanthropists than to approach 10,000 people. The college would never again be inveigled into following the advice of a bold money-raising organization whose techniques were little short of vulgar.

Some of the money raised in this campaign made possible grading and construction of the William C. Patterson Athletic Field, mostly the gift of the widow of a former trustee. Temporarily, however, the campaign confused and damaged Occidental's image. President Baer resigned the presi-

dency eight months after it ended in 1916—in part because of disappointment over its failure but also because of defeat over the men's college issue.

A highly social being, Baer's national prominence was completely beyond the ken of the Occidental community or that of college presidents during his or even later generations. Without Baer, two presidents of the United States would never have visited the campus nor would the many national figures who began to appear there. The college library possesses a collection of framed and autographed photographs of the many notables who became Baer's friends. He was entertained at the White House by every American president from Grover Cleveland to Herbert Hoover.

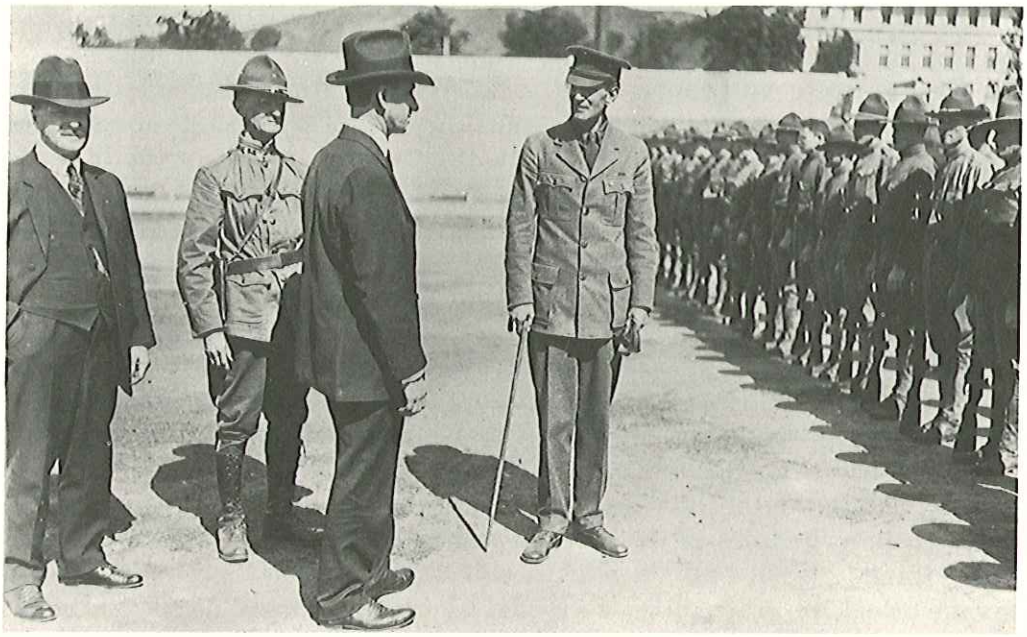
Baer embarked upon another career as a bank executive. His service to the college continued, however, and he was president of the board of trustees from 1921 to 1923. After his death in 1931, more than 3,000 people attended his funeral.

From Weller to Baer, Occidental had worn down seven presidents in less than thirty years. Students who had enthusiastically joined in Baer's big fund-raising drive received the news of his resignation with bewilderment. President Baer had sent his three children to Occidental and was popular among undergraduates, though often absent from the campus. He had contributed much to the image of Occidental—a modernized curriculum, increased staff and faculty, improved endowment, and academic standards which made possible the college's accreditation in 1918 by the Association of American Universities.

Some of these improvements would have occurred without him. But Baer's major achievement, aside from secularization of the college, was its removal from a wholly inadequate, yet sentimentally-cherished location in Highland Park. It was also he who helped the aspiring young Myron Hunt to plan the architecture for Johnson, Fowler, and Swan halls as well as Patterson Field. It was Baer, and later President Remsen Bird, who began the conversion of weed-covered fields into the park-like beauty of today's Occidental. Baer also saw the college's assets rise to $1,200,000, $500,000 of which consisted of endowment. He launched Occidental toward broader, non-denominational lines and set a new standard of financial acumen that all subsequent Occidental presidents would follow.

After Baer's resignation, Dean of Faculty Thomas G. Burt served as acting president through 1917 and again from 1920–1921. A thorough-going academic, he earned the loyalty of students and enjoyed a scholarly reputation not experienced by Baer the entrepreneur. Burt had come to the campus in 1909 from Park College in Illinois, with a doctorate in German philosophy. His was a steady hand and a calm voice through the uncertain, tense months prior to United States entry into World War I. Burt led Occidental during the first year that the United States was at war.

A new president, Silas Evans, did not arrive until the summer of 1917. Evans, for ten years president of Ripon College in Wisconsin, and a philosopher, seemed well qualified. He brought to the office a quiet dignity, a scholarly background, and high standards. As soon as he arrived,



1914–
1929

Photographs of President Silas Evans are rare. Here he is reviewing military cadets on campus. Dean Thomas Burt is at the far left while Evans stands between the two military officers. He was opposed to America's entrance into World War I. This picture was taken in 1918 after the country had entered that war.

however, President Evans faced dual problems: the first involved administering a college under wartime conditions; the second was the need for greater financial resources. As male students volunteered for the armed forces, enrollment declined. Evans found it necessary to replace students and faculty who had left for wartime duties. In April, 1917, a college army corps was formed, and began to drill on Patterson Field under officers borrowed from the army's retired list. The president and faculty urged students to remain with their academic studies until the future was clarified. By contracts with the national government, Occidental was empowered to form four military companies for training. Thus, by the fall of 1917, a newly-created officer's training corps marched daily up Occidental Hill and across the valley and ridge to Verdugo Road, clambering over trenches dug on campus for training purposes.

Changes in curriculum, and emergency services for hospital and volunteer groups, altered normal academic procedure. In both 1917 and 1918 final examinations were eliminated to permit students to devote their energies to the war effort. About this *The Occidental* reported:

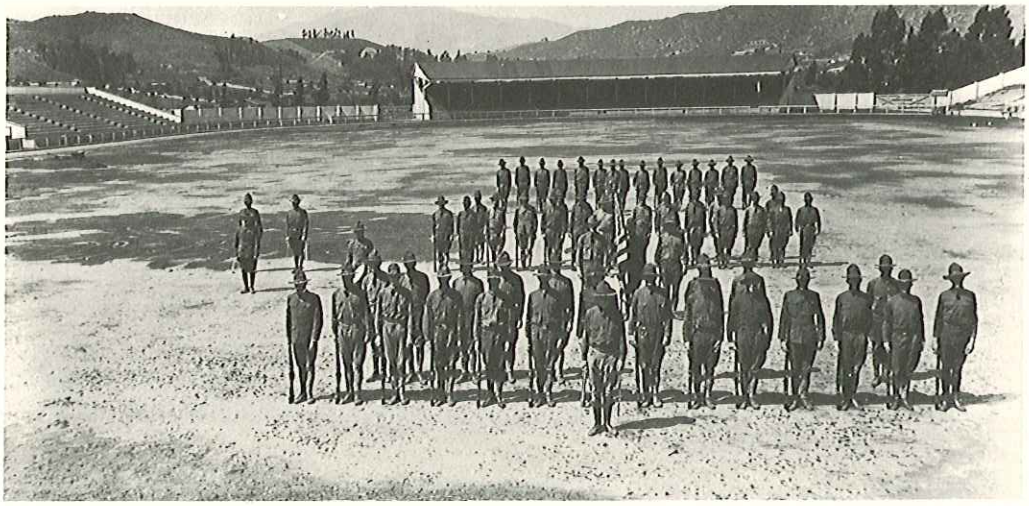
> This is not to be a precedent but is only a wartime measure, justified, according to the Dean, because of the fact that so many men are getting out of exams by going to the ranch or to the war camps and the girls should have the same chance at no examinations.

When the new school term opened in September, 1917, further wartime demands restricted the social calendar and led to cancellation of some inter-

collegiate athletic events. The war brought the Red Cross to the campus as well as patriotic stamp drives, and the famed Scottish entertainer Harry Lauder, complete with bagpipe and tartaned kilts. Women students did their part too for the war effort—sewing, pursuing hospital training courses, and volunteering for public services. In the fall of 1918, a unit of the Student Army Training Corps was formed; and the college cooperated with the government by building wooden barracks and a mess hall for cadets assigned to the campus. The addition of students supported by military appropriations was fortuitous, as it prevented further enrollment losses.

During the war, as public hysteria was reflected on campus, a courageous young editor of the student newspaper, Raymond Leslie Buell, fought intolerance. In *The Occidental* he appealed for common sense in an era of violent anti-German propaganda. Buell labeled cancellation of German language classes by the Los Angeles Board of Education as petty and unworthy. He also expounded upon the value of a liberal education in times of crisis and stressed the principles of democracy and freedom for which the war was being fought. Buell had started his editorship of *The Occidental* with a savage attack on fraternities, followed by disparagement of some student affairs, culminating in demands for a new student constitution. At a time when President Evans, a member of "The League to Enforce Peace," was called a pacifist, the faculty censored Buell. Eventually he resigned as editor, graduated, and went to France with the Army's ordnance corps. After the war Buell moved on to Princeton for graduate work and, after receiving the doctorate, returned to Occidental as a faculty member. He was associated, in later years, with the Foreign Policy Association and became one of the key editors in Henry Luce's *Time*, *Life*, and *Fortune* journalistic empire.

The war brought other troubles to the college. A world-wide epidemic of "Spanish influenza" almost closed down classes. Emergency sick bays and inadequate health services could not take care of the flood of cases, and



The Student Army Training Corps assembled on Patterson Field, 1918.

many students were sent home. Yet, student humor could not be suppressed; the columns of *The Occidental* carried "odes to the flu" and caricatured both its symptoms and annoying effects.

In November, 1918, the federal government canceled all officer training units and, following the Armistice, khaki disappeared from the campus. Former students began to reappear. Today there remain only a few reminders of Occidental's participation in the first world war. Sycamore Glen was planted in memory of the young men who gave their lives. A memorial bronze marker near the entrance to Alumni Auditorium lists those who died. Seven names are memorialized on this tarnished plaque; these include a student body president and an outstanding athlete. For some years after the war a "temporary" mess hall remained on the site of the present north wing of the Robert Freeman Memorial Union. The foundations of an armory and barracks were used to build a women's gymnasium after World War I, this structure is now called the Art Barn.

1914–1929

With the end of the war, followed by the disbanding of the Student Army Training Corps, Occidental resumed normal academic routine. Students and faculty returned from war service, among them Robert G. Cleland who had been appointed to a commission to survey the Mexican oil problem.

The Versailles peace conference awoke the campus to new issues. In the national debate over the peace settlement, President Evans defended Wilson's Fourteen Points and the League of Nations. Henceforth courses and professors alike would reflect a growing interest in world culture. K. S. Inui, the college's first instructor in Oriental history, had been appointed by President Evans; he remained on the faculty until 1922.

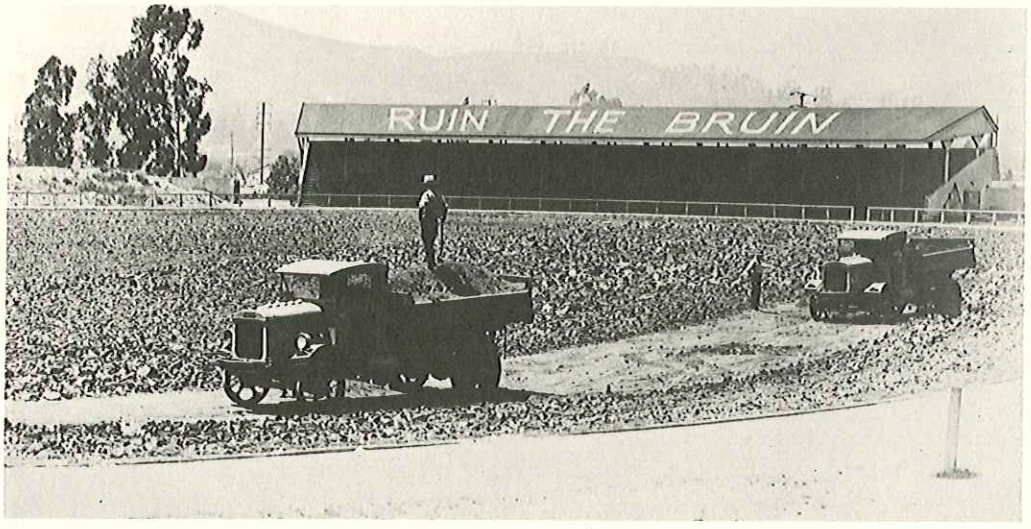
After the war there were more students on campus than ever before, which necessitated additional faculty appointments. Occidental looked ahead to a less hurried, more normal era. On the isolated campus, removed

As late as 1918 the Eagle Rock campus was still in a predominantly rural setting.

from the center of the city, students sought a wide range of outlets for their energies. Debating contests with the University of Southern California, Pomona College, Redlands University, and Whittier College now became regular events. Performances of Professor Ward's Greek plays, held on the steps between Fowler and Johnson halls, contributed to campus cultural life, as did the musicals of Ethel Ward Johnson, his daughter. In this same period musical comedies, fantasies, and modern drama came to the campus. A special favorite was a musical named "Strongheart."

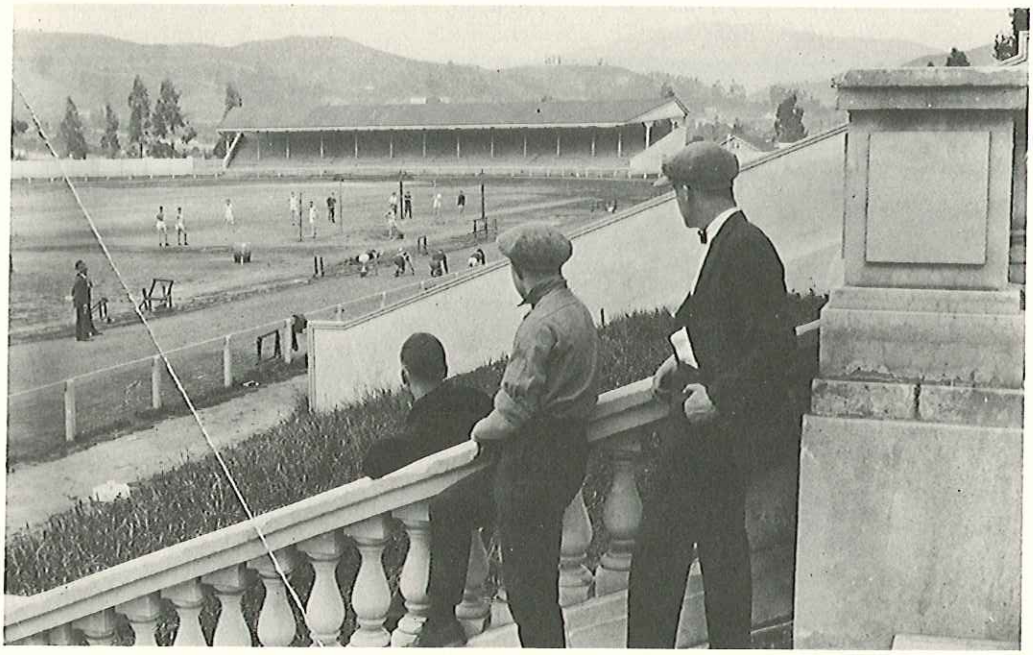
As enrollment grew to over five hundred students, fraternities and sororities, which had begun as clubs on the Highland Park campus, increased their members. Car owners helped to establish a college race track and the campus soon resounded to the roar of Fords, Dodges, and Stutz Bearcats, speeding smokily over its dusty peripheral roads. Despite the efforts of local police to halt these assaults upon the quiet of Eagle Rock, the members of Oxy's Auto Club, the first in southern California, filled the air with fumes as they used College Hill for auto climbing contests. The automobile, at first a plaything of the rich, became a handy extension of college life, especially for the two-day annual fraternity parties at Balboa or Avalon during Easter break. Not all students could afford such luxuries. Some worked on campus for twenty cents an hour, although into the 1920s tuition was still only one hundred dollars per year. Summer jobs paid up to sixty dollars per month.

The new Patterson Field would encourage the further development of sports at Occidental. Four world records were to be broken there—beginning with the first 9.4 second 100-yard dash in 1930 by Frank Wykoff, the hammer throw in 1956, the two-mile run in 1962, and the shot put in 1964. In 1914, at the first football game played on the Eagle Rock campus, Occidental defeated Redlands by 103 to 0, one of the largest scores in intercollegiate history.



Grading Patterson Field during 1916. It was named for former trustee, William C. Patterson, and was constructed as a result of a gift from his widow.

Patterson Field in 1915.



1914–1929

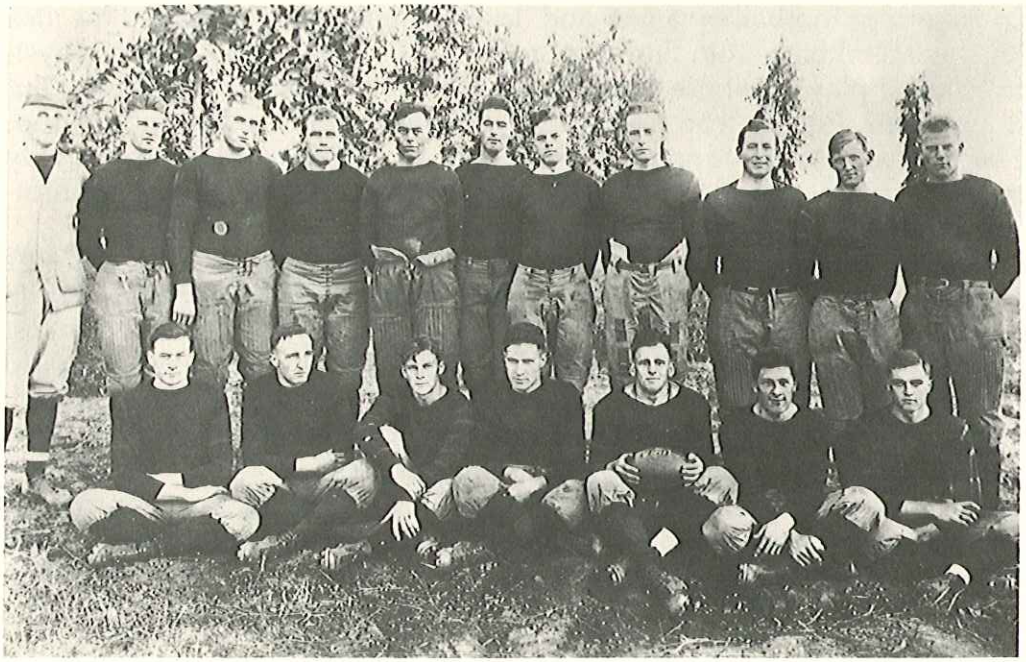
Coach Pipal, who had joined the coaching staff in 1911, was away during the war and in the immediate postwar years, on an assignment with the new Czechoslovakian government. For a time, he was also a coach at Oregon State College. After his return, he was to become most successful. In 1934 he wrote a book about his major contribution to football. Pipal's *The Lateral Pass, Technique and Strategy* described his technique for opening up American football by a new and flexible maneuver. He derived the idea for the lateral pass from European rugby and he made good use of physically small players whose speed and agility he marshalled against big but slower men. Pipal's "iron men" could run, pass, punt, and drop kick too. They engaged in fierce annual contests with Coach Fox Stanton, his wily rival at Pomona, and later Caltech. Pipal's teams made small college football spectacular and entertaining, attracting nationwide attention.

Among the football highlights of the next few years was the college's "wonder team" of 1913, which never lost a game. But Occidental, short on halfbacks, could not sustain this momentum. In 1915 the football team lost to Syracuse University by a score of 35–0. Basketball, which never rivaled football, was first played on an open-air court to the rear of Johnson Hall. The story of baseball duplicates somewhat that of basketball; lack of a good field as well as poor facilities and equipment, long hindered this sport as well. In those years before Big Bill Tilden made tennis popular, it too had not yet gained much attention in intercollegiate competition. Other sports either remained off the college schedule or suffered from lack of facilities.

An alumna of the class of 1919 recalled how much football games once meant:

The first faculty picnic on the Eagle Rock campus, ca. 1913. Coach Joseph Pipal is front and center, wearing a black tie. President Baer in a light suit is at far right while Dean Burt wears a Panama hat, right center, front row. The photograph was a gift of W. R. Schoonover '12.

Coach Joseph Pipal and the mighty 1915 football team.



Students paraded through downtown Los Angeles before the Pomona football game on November 18, 1916. Score: Occidental 27, Pomona 0.

1914–1929

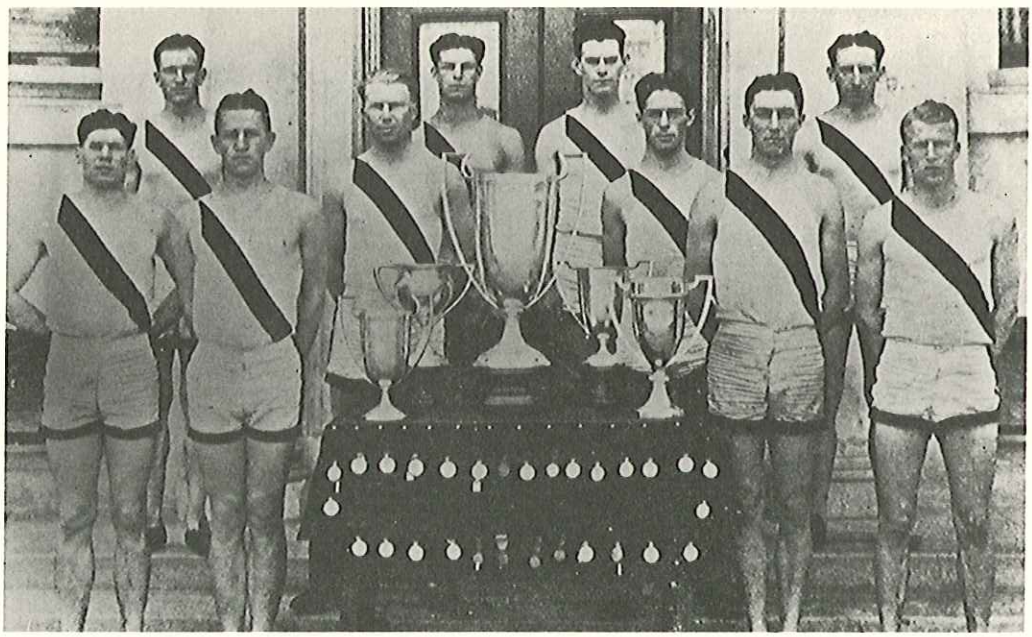
Student serpentine after Occidental defeated the University of California, 14–13 on October 18, 1916.

My first Occidental-Pomona game, held at Pomona, was practically an all day affair—a "double date" via automobile (one of the few on campus) with a roadside picnic lunch en route. To top off the day, the score—Occidental 52, Pomona 0. Another game which stands out in memory was that with the University of California, held at Berkeley in 1916, my sophomore year. The score: Occidental 13, California 13. This led to a real celebration, with a parade through downtown Los Angeles to announce the superiority of 'little' Occidental (then less than 400) over an institution with four *thousand* students. We were now the state champions. These earlier games stand out more strongly in contrast to the next two years when athletics were virtually non-existent because of wartime activities.

The outbreak of the war eliminated some intercollegiate contests. After the armistice, considerable time was required to bring sports activities back to a normal prewar basis.

In our time, when it has become fashionable to tote up the number of minority members on college faculties, we have all but forgotten that—as early as 1925—Occidental employed as a football coach a full-blood Indian chief. He was Albert Exendine whose motto upon arrival became "Exy is going to give his best for Oxy." He was a lawyer by profession who practiced on behalf of his native people in Oklahoma after each football season ended. Exendine had graduated from Carlisle Indian School where, as a tackle, he had captained its 1906 varsity team. This had led to his being chosen for Walter's Camp's first All-American team.

From the 1920s onward track was the college sport for which Occidental received national notice. J. Clifford Argue '24 came in second in the U.S.



U. S. College Championship Mile Relay Team of 1924. Phil Buckman '26, Bud Nash '26, Phil Ellsworth '24, Roy Goodenough '24, John Powers '26, Cliff Argue '24, Herb Morey '26, Nick Carter '26, Tony Spangler '24, and Ken Montgomery '26.

Olympic tryouts at Harvard University in 1924. At the games that followed he tied for first in the broad jump at 22'6¾" with the legendary Bob Lengendre. Argue took second place in the 200 and 1500 meters, and he also threw the discus and javelin. Occidental's lone Olympian of the 1924 Paris games, Argue came to be called "Iron Man" because he participated in five events of the gruelling athletic pentathelon. His 9.8 second mark for the 100 yard dash stood as an Occidental record for fourteen years. The world record of 1924 was 9.6s. (He later joined with Bill Henry '14 in forming the 1939 committee for the Los Angeles Olympic games, just as his son John C. Argue '53 played a major part in hosting the 1984 Olympics in the same city).

The year 1924 came to be known as the "Chariots of Fire" Olympics. This was because of a popular (1982) film, based on the story of Eric Liddell, a Scottish divinity student who refused to run in his favorite event, the 100 meters, on a Sunday. Switching to the 400 meters the next day, he won that race in world record time. Although Liddell had nothing to do with Occidental, the producer of the prizewinning film about his achievement got the idea from the book by Bill Henry '14, *An Approved History of the Olympic Games* (1948), revised by his daughter Pat Henry Yeomans '38.

1914–1929

Accompanying the spirited athletic contests of the 1920s were epidemics of inter-campus raids. The size of the raiding parties and their combative potential can hardly be understood today. In a single season Occidental's campus was raided no less than five times. Once U.S.C. captured the highly-prized mascot, a moth-eaten papier-maché tiger, and burned it. Other raids furnished colorful copy for downtown newspapers as well as stimulus for retaliatory raids on the campuses of both Pomona and Throop College of Technology (later California Institute of Technology). Conference officials could not halt these depredations, which included the capture of an occasional "prisoner" during the football season's raids on the pregame bonfire. A hostage would then be forced to bow before a student court, revealing a head shaved to spell OXY.

The nightshirt parades and freshman-sophomore mud battles did not survive the 'twenties. But one cherished tradition endured. This was Senior Ditch Day. A secret retreat was selected; word was passed, and on a given morning the seniors began to leave the campus surreptitiously. Their object was to hide their rendezvous from the juniors and, if possible, to kidnap the junior president and take him along as scapegoat. Should the juniors discover these plans in time, they were to capture as many seniors as possible, preventing them from ditching classes.

Until the great economic depression of the 1930s, student pranks remained the order of the day. In those freer and easier times they once winched an entire Model-T Ford automobile atop Fowler Hall, an engineering feat that baffled even the innovative technicians of nearby Caltech. A women member of the class of 1926 recalls that "streaking" probably started while she was in college: "One male individual, not held in high esteem, became more obnoxious than usual one day. He was seized and divested of his dirty cords (standard attire for males of that day) in the middle of the

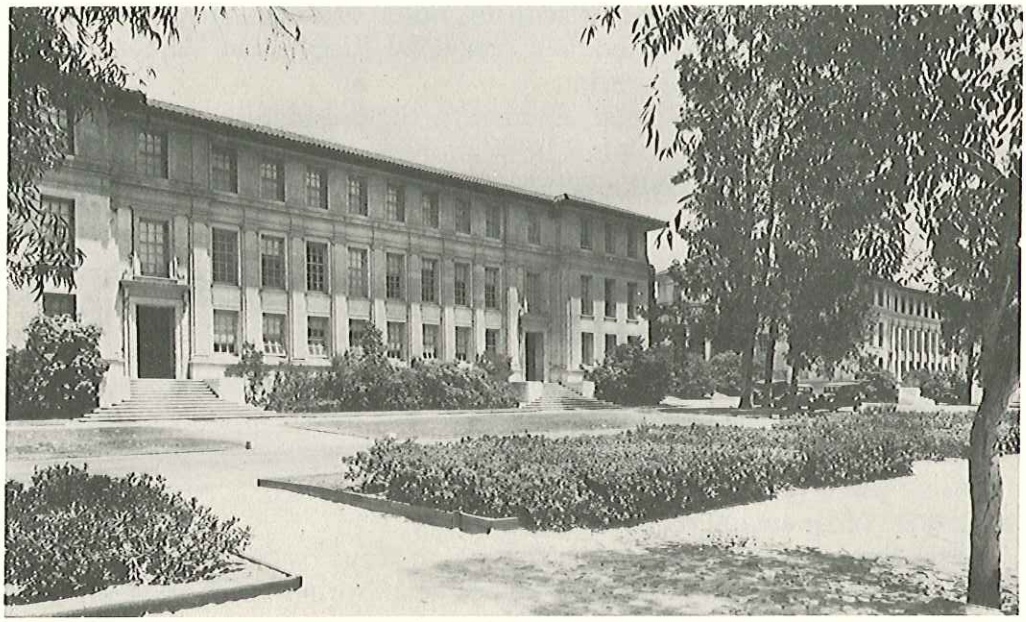
In 1923 a student parked his Model T Ford automobile in front of Swan Hall dormitory, a practice now forbidden.

quad between Johnson and Swan halls. His cords were pulled to the top of the flag pole and he was released to streak to the sanctuary of Swan Hall accompanied by the cheers of the men and the squeals of the women. . . ."

Students were also involved in constructive projects. Between the wars they assisted printer Clyde Browne at the Abbey San Encino in Highland Park. For about thirty years Browne published most of the college publications, including the *Student Handbook*, the *Occidental*, the *Alumnus*, two volumes of *La Encina*, hundreds of programs, invitations, and other announcements. During the late 'teens and early 'twenties he was designing, and building by hand from salvaged materials, an "abbey-printshop" in the style of the California missions. It incorporated artifacts from cathedrals and chapels. Students helped him mold bricks and make tiles from the red clay and white sand on the site. They studied by the light of kiln fires while keeping them stoked. Some helped to lathe wood interiors, others built walls from rocks found in the arroyo, and brought lanterns, bells, and gargoyles from all over the world to be incorporated into the bizarre structure. Hidden beneath the chapel of the Abbey San Encino were chambers for merriment and secret initiations, with stone arches, dungeons, anterooms, and trapdoors.

However colorful these student activities, they did not dominate Occidental's immediate postwar years. These were decades in which plans for the college were hindered by President Evans' increasing discouragement. His pessimism was the result of an inability to make progress in solving his relationship with the trustees, the faculty, and the community at large. Evans, an idealistic intellectual, grew to feel that there were irreconcilable differences between himself and the board both as to social philosophy and

Johnson Hall about 1926. Notice the cars on the central quad.



1914–
1929

college policies. Evans was liberal and, in college matters, perhaps almost too scholarly. He came to believe that his qualifications were unsuited to Occidental's financial needs. A few trustees took a strong dislike to the quiet and retiring Evans, whom they believed insufficiently aggressive in his leadership.

President Evans did not consider it his responsibility to direct fund-raising campaigns. Instead, he relied upon inspirational speeches (over four hundred of them during the war years) to improve community standing. His disagreements over the raising of money sharpened the tension between him, Board President David B. Gamble, and E. P. Clapp, an influential member of the board. Both these men felt that, under Evans, too much ground in fund-raising had been lost to Pomona and to other competitors. Alumni too were embittered by Evans' inaction.

Evans and his local constituency were at opposite edges of the political spectrum. A private college cannot survive, however, without such support but at times donors disagree with faculty and administrative opinion. Some of the college's benefactors still clung to orthodoxy in both religion and politics. Evans, operating in the shadow of President Baer – as would President Bird later – found himself in a difficult role. He was a progressive who radiated that Wilsonian idealism which supported the founding of a League of Nations "to enforce the peace." Evans the scholar seemed impractical, when measured against former President Baer who again stepped in and served as board chairman from 1921 to 1923. Evans, personally mild, even humble in manner, held views which were, in short, beyond the mood of the southern California of his time, whose leaders seemed to be pridefully parochial as to world politics. During the summer of 1920 he suddenly

resigned and returned to the presidency of Ripon College, where he served most successfully until 1943. Wisconsin, home of the politically-powerful La Follette family, offered Evans a congenial Progressive Party environment in which to live and work.

Following the first world war, and before the presidency of Remsen Bird, there were occasional complaints both about the competence of professors and the quality of Occidental's facilities. Paul Kirkpatrick '16, who had become a Stanford physicist, later recalled:

> Freshman physics was ill-equipped and wretchedly taught (as I now realize) but it entertained me and caused me to wonder if one could find a life occupation among its fascinating and tricky ideas.

Kirkpatrick did acknowledge that one could gain "a good college education even from a then mediocre institution so poor in equipment, library, and teaching staff." The basic problem was what Kirkpatrick correctly called the "chronic poverty, then characteristic of private colleges which had little assurance of financing from new sources."

After the war one of the difficulties which would face Occidental's presidents was the deterioration of the college neighborhood. The developers of the Eagle Rock area had envisioned a community of prosperous residences filled with upper middle-class persons attracted by the proximity of the college. They had built some commodious homes, bigger than families of limited means could afford. To attract more residents, the area was eventually rezoned, allowing property owners to build small frame houses on the back of city lots, in the hope that one day these might be superseded by larger residences. That day never came. Plaster and chicken-wire walls took the place of stone masonry.

Cheapened standards of residential development converted a planned community into a straggling neighborhood. The depression of the 1930s further aggravated matters by attracting marginal business establishments to the area. (An exception was the Sparkletts Water Company on York Boulevard.) About the only compensation for the college from its location in such a modest neighborhood was a readily available labor supply. This windfall was to stand Occidental in good stead, especially during two labor-scarce wars.

In the 1920s Myron Hunt, who had been appointed college architect in 1910, was busy creating a college environment in the midst of the sea of wooden bungalows about to spring up. He continued to design Occidental's buildings until his retirement and as late as 1946 maintained a consultative relationship to the college. It was he who also laid out adjoining streets.[1] Eagle Rock Boulevard was still a meandering dirt road paralleled by its street car line. York Boulevard came to an end at a swamp near today's

1. From 1922 to 1944 Hunt and H. C. Chambers built twenty major structures on campus as well as Patterson Field and a psychology laboratory. Chambers continued until 1969, constructing eleven more buildings. Other college architects who followed included Charles Luckman, William Pereira, Ladd & Kelsey, and Neptune & Thomas.

Sparkletts plant. Students assembled on traffic-free York Boulevard on those evenings when they wished to dance to the music of a victrola or defiantly to smoke cigarettes. Both activities were forbidden on campus. Social life, of course, abounded outside the college's strict moral regulations —stultifying by today's standards.

During the 1920s the old "rope rush" of Highland Park days had changed into a contest in which freshmen and sophomore men invaded Patterson Field equipped with three-foot lengths of cotton rope. The class which succeeded in tying up the largest number of opponents was declared the winner. Upper classmen poured buckets and tubs of water on the lower classmen with the mock-benign purpose of keeping them cool. Actually the result was a near riot as students wrestled each other in the mire.

1914–1929

While the trustees and faculty searched for a new president, Dean Burt again became acting president. This time many candidates were considered. In 1921 Remsen Du Bois Bird, professor of ecclesiastical history at the San Francisco Theological Seminary, was finally invited to become president. Bird, then only thirty-three years old, was a magnetic personality who from the start attached a sense of dignity to his office. He was artistic, a charming conversationalist, liberal in mind and spirit, deep in his devotion

This recently discovered photograph of President Bird was taken in the 1920s.

to truth—one result of his study of philosophy and ecclesiastical history. Bird brought polish and a zestful mood to the college. Like President Baer before him, he was at home with persons of status, some of whom became lifelong friends. He was to bring many foreign visitors to the campus; among the first of these, in 1925, was Toyohiko Kagawa, the socially-minded Japanese philosopher.

In his youth Bird had been secretary to the president of Lafayette College, in Pennsylvania, from which he had graduated in 1909. Next he traveled abroad (University of Berlin) as an honor graduate student from the Princeton Theological Seminary. There he ultimately received a D.D. degree. He served as an aide with the Y.M.C.A. during World War I in France and on the Greek island of Corfu. To his task Occidental's new president brought enthusiasm, energy, imagination, and a contagious love of beauty. Those closely associated with the college from 1921 to 1945 remember these traits well.

As one condition by which Bird assumed his post, the board agreed to build a home on the campus for the president. On the back of a letter of May 17, 1921 to Baer, the new president sketched a Hudson River mansion of the type with which he was familiar. This white wooden residence started a building trend which, during 1932, included the new campus homes for the dean of the faculty and comptroller. In the president's home, Bird created a warm environment. Also, he began a succession of other construction plans. The Alumni Gymnasium (1926) was the first of these projects. Also, within three years of his arrival the library was moved from Fowler Hall to the new Mary Norton Clapp Library.

Albert A. Exendine, football coach, at the groundbreaking for Alumni Gymnasium in 1926. Coach Exendine was a Delaware Indian chief, a member of Walter Camp's first All-American team, and a lawyer by profession. When the football season was over, he practiced law among the people of his tribe.

The Clapp family became interested in Occidental after 1909, when Dr. Eben P. Clapp, who had practiced medicine for twenty-five years in Evanston, Illinois moved to Pasadena. He remained a trustee of the college until his death in 1947. Mrs. Emma Beulah Norton, his wife, provided funds for construction and endowment of the library in her will. Bearing her mother's name, the building was dedicated in 1924.

Another generation carried on the close association of the Clapp family wth the library. Norton Clapp, '27, son of Dr. and Mrs. Clapp, provided the addition to the library in 1955 and also contributed to its 1970 expansion. His sister, Elizabeth Clapp McBride, was also a graduate of Occidental College, class of 1919, and a trustee of the college from 1929 until her death in 1978. As a memento of a bygone era, the large Chinese vase in the Special Collections Reading Room is from Mrs. Norton's home; a gift of Norton Clapp.

1914–1929

In fund raising, President Bird stood in obvious contrast to President Evans. Ever optimistic about his work, the new president actually enjoyed the job of enlisting friends for the college. After he approached a prospective donor personally, Bird would follow up such an interview with a specific letter outlining his proposal for giving. In this way, he did not risk the embarrassment of a negative personal reply in case a donor found it impossible to meet Bird's request. President Bird was at his best in gaining the support of contributors for new buildings. Bird started the Century Club of Occidental College whose members pledged to pay $100 per year, to be assigned to projects of their choice.

In 1923 Arthur Young '10 wrote home that he happened to "run into Dr. Bird by chance at the Waldorf Astoria" in New York. He also wrote, on May 12 of that year, about "meeting Remsen and Helen Bird on the train" when returning from New Orleans. As a prominent government official, Young—while they were all in Washington, D.C.—saw to it that the youthful President Bird encountered

> the people whom it was important for him to meet in the government departments and in the educational institutions. We were very favorably impressed by him. He is full of enthusiasm, but also seems to have balance and sound ideas. Also he seems to be able to get money. Wednesday evening we had an Occidental dinner here.

The middle 'twenties were an era of almost continuous campus construction, an activity in which the new president reveled. Working with Myron Hunt, and, based in large measure on the benefactions of alumnus Alphonzo E. Bell, the president engaged in one building project after another. He stated that he never wanted to hear the sound of hammer blows on campus cease. The office of comptroller was created in 1925 in order to oversee plant expansion and its first incumbent was Fred McLain '16.

Bell became the administration's most important financial ally. He was the son of J. G. Bell, one of the founding fathers, after whom the town of Bell was named. Alphonzo was born on the family ranch in 1875. After

graduation from Occidental in 1895, he was associated with his father in the subdivision of extensive acreage in southern California. He later acquired 200 acres of land near Santa Fe Springs, which became an oil development after the turn of the century. Bell also developed 1760 acres in the Bel-Air Estates near Beverly Hills. He became the chairman of the college landscape and architecture committee and later chairman of the trustees. With Bell at his side, President Bird took the greatest satisfaction in conducting each groundbreaking program by notching an old "groundbreaking shovel" used at such events since the college's Highland Park days.

One of President Bird's many groundbreaking ceremonies, this one at the Mary Norton Clapp Library, March 2, 1923. With him are architect Myron Hunt and Sarah Lindsey, president of the Associated Women Students.

Another view of the 1923 library groundbreaking. Notice the way in which students then dressed.

1914–
1929

Groundbreaking for the Hillside Theater in 1924. Left to right are President Bird, Harold Wagner '24 (student body president), Dean Thomas Burt, and Professor of Classics William D. Ward.

In 1925 Occidental realized rather tardily how much a dormitory environment enriched student life and alumni loyalty. That year, fortunately, William Meade Orr gave, as a memorial to his wife, the funds necessary to construct Bertha Harton Orr Hall, with a fine bronze fountain to adorn its entrance. Two years before, he had given the college Orr Gates. Two other gates, the Walter Van E. Thompson and Mary C. Pardee gates, were constructed in 1931. After Orr Hall was built, the team of Bird, Hunt, Bell, and McLain gave the landscaping program new energy. Bell brought steam shovels, tractors, and trucks to the campus to construct a new cross-campus road and to create Bell Field.

In 1927, as a memorial to Mrs. Calvin Pardee Erdman, another dormitory for women rose to the north of Orr Hall. Architecturally, Erdman Hall nicely complemented Orr and, with Swan Hall, considerably enhanced the college's residential character.

Yet another project was President Bird's dream of an open-air Greek theater on the site originally proposed by Professor Ward. Bird's design, given to architect Myron Hunt in 1924, sought to take advantage of one of the contoured canyons back of the campus. Bird decided to ask the people of Eagle Rock for support in constructing a facility that would have a cultural impact on the surrounding community, and the Chamber of Commerce did vote to make the construction of Occidental's Hillside Theater a local project, combining their efforts with those of other friends of the college. Mrs. Calvin (Mary C.) Pardee, Orr, and Bell were major donors. Designed in arena fashion, and seating an audience of 5,000, the theater was dedicated by the presentation of *Iphigenia in Aulis* on June 11, 1925. Since then it has been used for operas, Greek plays, large dramatic productions, annual commencement activities, graduation ceremonies for nearby high schools, and community events. In the life of both the college and its neighborhood the Hillside Theater has played a conspicuous artistic and utilitarian role.

Five years later, in 1930, the college broke ground for a swimming pool, the gift of Mr. and Mrs. J. Hartley Taylor. The completed gymnasium unit was included in the E. S. Field Memorial Building, named for a member of the original board of trustees. With Patterson Field and its bleachers, these new facilities rounded out the sports area, making it one of the best physical education plants then possessed by any southern California college.

All this material progress was accompanied by developments which must be viewed against the larger background of the southern California of the time. Other influences were leavening the surrounding society. Architects were designing more attractive houses; public taste in furnishings and household arrangements were changing community development; a newly-awakened, popular demand for advanced education was increasing college and university enrollment; and revolutionary scientific developments, including Einstein's theory of relativity, excited widespread curiousity. The demand for books and periodicals increased as readers sought information on such new technological developments as photoelectric cells, motion pictures, and later, radar.

Intellectual and cultural growth found concrete expression in institutions located near Occidental. The California Institute of Technology in Pasadena, springing from the old Throop College of Technology, was becoming a center of technological research which fused into advances in pure science. The Mt. Wilson Observatory of the Carnegie Institution of Washington was soon renowned for its astronomical research. Located only seven miles from Occidental was the Henry E. Huntington Library and Art Gallery, established in 1923 as a public trust; it not only drew American and foreign scholars because of its facilities for literary and historical research, but attracted thousands of visitors to its galleries, exhibits, and gardens. In 1925 Pomona College became the nucleus of a new plan of education built upon English university precedent. This was the establishment of the associated colleges at Claremont. The next year a new women's college, Scripps, joined that group. The 'twenties saw educational expansion in the Los Angeles basin too. Located in the path of the city's "westward march to the sea," the University of California at Los Angeles (which had moved to a Westwood campus in 1929) began to rival its parent campus at Berkeley.

1914–1929

Occidental's own growth in the 'twenties also reflected the increase in student enrollment during the decade. In 1921, when Bird assumed the presidency, tuition was only $150 per year. The student body numbered 506 students; by 1929 student enrollment stood at 750, a figure considered to be a maximum by the board until World War II. The faculty had almost doubled in size from 1910 to 1929, placing the college in a favorable position with respect to faculty-student ratio.

In addition to its accreditation in 1918, there were other solid recognitions in the 'twenties. In 1924, a gift of $166,000 had come from the General Education Board of the Rockefeller Foundation, the college's first financial recognition by one of the great American foundations. The bequest had been contingent upon the ability of President Bird and the trustees to raise the difference between this amount and $500,000. Bird no sooner had completed that campaign when he began another one. He deliberately set his sights high, and his influence was infectious, creating enthusiasm.

The burst of energy which Bird expended in his first years in office left him emotionally exhausted. Accordingly, in 1927, the trustees voted a six-month leave of absence from the heavy burdens of fund raising. The president went to Fiesole, Italy, just outside Florence, for a well-earned rest. During his absence Dean Cleland was acting president. Bird returned early in 1928, rested and ready to move forward with the next phase of his program.

During the seventy-fifth year of the college Bird wrote: "I do not think my best contribution was raising money or making friends for the college. As I sit here I think it was in the keeping of the basic purposes of the college – the freedom to search, teach, and express opinions. If I am to be remembered in the history of the college, it is for what was done so that the college really might be a place of learning, free and untrammeled. Eternal vigilance is always required to such ends, and raising money, getting buildings, even making friends for the college, though essential, I dare believe, was not my chief accomplishment."

Occidental's recognition on academic grounds also came from outside the campus. In 1926, the Delta Chapter of Phi Beta Kappa was established at a time when there were chapters at only three other California institutions—the University of California, Stanford University, and Pomona College. In 1923, the administration and the trustees had decided to introduce a limited graduate program as well as to deepen the liberal arts curriculum. Both moves meant increases in staff and careful scrutiny of resources and future plans. At the invitation of the board, Robert L. Kelly, executive secretary of the Association of American Colleges, visited Occidental in 1926–1927. His survey called for no radical alterations in the established educational pattern, but he did propose a greater endowment and expansion of residence facilities, including better dining facilities.

As a result of the Kelly report, Mrs. David B. Gamble was induced to give $100,000 toward the building of a new student center. Her husband had died in 1923 and she had become Occidental's first women trustee. In 1928 a dozen or more friends joined her in financing construction of the Robert Freeman Student Union. The ramshackle old commons, the Army mess hall of World War I days, was replaced with a building that housed the college's dining facilities, student government, recreation rooms, and a post office. The new union building, erected in 1928, was named for Chairman of the Board Robert Freeman. The next year construction of the Music Quadrangle capped a cycle of building activity.

At the time of Kelly's report the college had been engaged in a program of expansion and reorganization known as the "Plan of the Inter-related Colleges." The scheme had originated in 1924 with the proposal of Alphonzo E. Bell '95, who, as has been noted, was developing Bel-Air Estates. He offered to set aside 1,000 acres of land in the Santa Monica Mountains for a men's college. Bell had acquired 23,000 acres, once a part of the Sepulveda Rancho. His proposal called for establishment of a fully-equipped men's college on the new site. A women's college was to remain on the Eagle Rock campus, under the same administration and board of trustees.

In short, Occidental was to have a double campus. This was similar, in modified form, to the plan President Baer had proposed earlier and which had been defeated. Bird had been in close association with Baer when the latter served as president of the board of trustees. He had been influenced by Baer as to administrative style and sought his counsel on the two-campus plan. This time, however, Baer stayed in the background as President Bird tried to put over a scheme that had once failed.

In 1926 Bird approved formation of a College Hills Association to plan the second campus. This company offered alumni a ten percent discount on seventy-five acres of subdivided lots that would adjoin the new men's campus. Names on the group's letterhead included those of Bell, Senator Frank Flint (former board chairman and the developer of Flintridge), President Bird, and William M. (Bill) Henry '14. The plan to relocate the campus was more than "a real estate deal." Yet, as one alumna put it, "Mr. Bell was a business man and Remsen Bird was a dreamer."

A prospectus promised: "From the proceeds of the sale of property the college is assured at least a million dollars. This fund will be used for the endowment of both institutions and the erection of buildings on the new campus. . . . There is only one women's college in this part of the country and no men's college of liberal arts." Anxious to avoid the role of land-hawker, President Bird added an additional statement to his brochure: "Occidental College is in no way involved in the sale of real estate. The syndicate, which will have charge of the sale of the property conveyed to the college is independent of the institution."

Bird was to suffer a major setback on this two-campus issue. He resented the Los Angeles dailies breaking the story before he could prepare alumni, faculty, and students. Don Burleson '28 recalled: "I received the strong impression that he felt this permitted antagonism and strong opposition which he otherwise might have warded off." Some older alumni considered Bird's plan a revival of the 1912 scheme to make Occidental into a men's college. Bird also faced a storm of protest from women undergraduates who did not want to be "left behind" on the Eagle Rock campus without male companions. In the fall of 1924 a series of acrimonious letters, printed in *The Occidental,* was exchanged between the president and Warren Schoonover '12. These became so acerbic that Bird felt Schoonover should apologize for aspersions cast upon Alphonzo Bell's financial motives. On January 25, 1925 there was a mass resignation of the college paper's staff over the issue of moving the campus. Many years later Fred F. McLain '16 recalled attending an all-college barbecue in the spring of 1925 on the prospective site in the Santa Monica Mountains:

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> Beverly Boulevard was laid out at that time but was a mere country dirt road, [later Sunset Boulevard]. Some homes were appearing on the Tiger Tail Estates which adjoined the campus on the east. . . . The remaining land was to be subdivided and sold by steps, the proceeds from which were to finance the development of the grounds and buildings and to provide supporting endowment. The faculty was to serve both campuses, requiring commuting seventeen miles, the most impractical aspect of the proposal.

The Bird-Bell plan gradually petered out as serious questions arose about funding. Dean Cleland had greeted the new freshmen in September, 1926 by informing the men in that class that theirs might be the first group to graduate from the new campus, but land acquisition and construction plans dissolved. As late as 1928, the college annual mentioned that construction would soon start on the Brentwood site. The only remnants of the entire episode however, were real estate signs which for years thereafter advertised lots on Tigertail Road which had been named after the college mascot.

The national business collapse of 1929 also contributed to abandonment that year of any plan to relocate the campus across town. The establishment of a new University of California campus at Westwood would have, incidentally, created a rivalry serious enough to impair the finances of a private liberal arts institution within a few miles of a well-funded state

university on 400 acres of choice land, some of which Bell ultimately gave to U.C.L.A. Yet there was an undeniable beauty to the Westwood and Brentwood residential area. Even then, the disappointed Bird and Baer relocation group knew that the Eagle Rock community would never match its forthcoming affluence.

The two-campus plan receded permanently into history as the college turned to other matters. In 1924 space for the sciences had been gained by removal of some faculty offices from the lower floor of Fowler Hall to the new library. Dining facilities, moved to the new Student Commons in 1928, released still more space. The limited resources of the library had hampered instruction but support came from David Gamble who began a library fund in 1916 with a donation of $50,000 and then $85,000 more. After his death in 1925, Gamble left the college yet another $50,000 for the library. These were then considered large sums of money. In 1929, Mrs. Emma B. Norton, who had donated a library building, added $150,000 to her original bequest. In 1924, a new librarian, Elizabeth J. McCloy, arrived from Oberlin College. She quietly but diligently developed the library staff over the inter-war decades.

One measure of an institution's intellectual vitality is the extent to which it is willing to re-examine its curriculum. After World War I, with President Bird receptive to new ideas, considerable curriculum revision occured. In 1922 the faculty offered formal graduate work for the first time. This required reorganization and improvement of some academic departments. That year a School of Education came into being, with its title later changed to Department of Education. New faculty members joined its staff; in 1922, Professor James Huntley Sinclair, a former Rhodes scholar, came to Occidental from the faculty of Smith College to organize and direct the new work in education. That department has exerted a marked influence upon the training of elementary and secondary teachers in southern California.

A new speech department, formed in 1923, provided supervision over forensics, debate, and drama. Professor Charles Frederick Lindsley, from 1923 through the 1950s, added unusual strength to the department through his popular public appearances on radio. During the inter-war years forensic activities led debators toward extensive out-of-state travel. Return debates were held on campus with Princeton, Beloit, and Maine in alternate years. A number of debate team members became well-known professional men in later life, among them Arthur Coons '20, James C. Sheppard '21, Leon Dostert '28, Ernesto Galarza '27, Kenneth Holland '29, U. Alexis Johnson '31, Leonard Janofsky '31, and Toshiro Shimanouchi '31.

It is easy to forget that women were also involved in forensics during the 'twenties and 'thirties. In 1922 Mildred Zellhoefer '25 won the Women's Intercollegiate Oratorical Contest, held at Occidental. In 1931 the women's debate team won an easy southern California championship for the second year in a row; its members included Waldene Lingle '33, Evelyn Likely '32, and Pauline Boulger '31.

During the inter-war years Occidental also strengthened its teacher-

training activities. New demands for the training of coaches encouraged expansion of the Physical Education Department. The college's attitude toward sports was outlined in a letter of January 14, 1924, when President Bird sought a new director for its athletic program. Writing to the appointee, Bird stated:

> The Board of Trustees desire that the intercollegiate athletics of the college should be conducted on as high a plane as possible. . . . The Committee of the faculty of which Dr. Calvin Esterly is chairman has charge of all matters for the faculty that concern intercollegiate athletic relationships. It would be a good thing for you to keep close touch with this committee. . . . Wholesome athletics are an essential feature of right education.

As if to anticipate outside interference with the athletic program, Bird added the following sentence to this letter: "It is the rule of the institution that no one shall be employed by any group or organization to serve the college independent of the administration." Speaking of outside coaches or scouts, Bird continued: "No salaries are to be paid to any individual serving the college other than through the college office. You will be good enough to bear this matter scrupulously in mind."

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The college's track athletes of the 1920s participated in eastern meets, including the Drake, Pennsylvania, and Kansas relays. Intercollegiate football competition had even become international. Occidental played the Chinese University of Hawaii as early as 1914 when Hawaii was still a territory. Ten years later Captain Dave Ridderhoff and his team boarded the S.S. *Matsonia* for Honolulu. As it was greeted by Hawaii's governor, the Occidental contingent was filmed by Fox Movietone News. Unfortunately the team lost.

As late as 1926 Occidental was still competing with much larger universities. That year UCLA defeated the football team in the Los Angeles Coliseum by a score of 24 to 7. In the previous season Stanford had trounced Occidental 28 to 0. In 1928–1929 the football team again played the University of Hawaii, but the Tigers once more suffered a defeat of 32–0. That season also, at the Pasadena Rose Bowl, Occidental played another international football game, this time against the University of Mexico. The popularity of college football with local fans led the Los Angeles *Times* to write about Oxy's 1934 victory over Pomona: "Never before in the history of the feud has there been such a display of combined laterals, forwards, trick plays, and other football maneuvers."

A measured attitude toward sports prevailed. The arrival on campus of William (Bill) W. Anderson in 1914 from the University of Illinois began an era of increased respect for sportsmanship. After 1928 Carl F. Trieb's influence made Occidental's physical education and gymnastic program respectably academic. Physical education courses became more than physical. Women and men alike had to meet an athletic requirement, although in 1928 the females still were bloomer-clad while playing speed ball.

As early as 1924 the training of coaches for the public schools had become

part of the college's summer activities. In 1927, however, despite the loss of needed teaching income, the faculty decided to "wipe out" all non-regular course work. Not until after World War II was an annual summer session reestablished. Competition for summer students has always remained keen.

During the 1920s the music faculty experienced an increasing demand for instrumental and vocal training. The establishment of a full music department in 1926 paralleled the growing interest of southern California in the arts, evidenced by the development of the Hollywood Bowl concerts and of the Los Angeles Philharmonic Orchestra. That year Professor Walter E. Hartley became director of music. He came from Yale University by way of Pomona College. An organist by specialty, in 1927 he founded the first full-scale Occidental Orchestra. That year the group accompanied the Occidental Players in a performance of Rachel Crothers' *He and She.*

Drama students participated in the preparation of floats for the Pasadena Rose Parade, continuing a practice begun in the mid-1890s. In 1925 Occidental's entry ("pepper boughs dipped in tar were bound over its body, on which a huge O was erected out of brilliant marigolds") won the silver award.

Only a few of Occidental's professors had managed to achieve more than regional reputations. One of these was Professor Cleland who, by 1922, had written the best one-volume history of California; he also published on the American southwest and Mexico. In 1919 the Norman Bridge Chair of Hispanic American History had been established by a gift of $100,000 from Herbert G. Wylie, Dr. Norman Bridge, and Edward L. Doheny; after 1923 Cleland was the chair's first incumbent. Wylie, president of the Mexican Petroleum Company, replaced Dr. Baer as board chairman; he and Doheny were developers of enormous oil fields in Mexico and dominant figures in the petroleum industry. Dr. Bridge, their physician associate, was a well-known philanthropist; he also endowed a laboratory at nearby Caltech. For a long time the Norman Bridge professorship was Occidental's only endowed chair.

In 1924 Cleland moved into administration. He became dean of men and, as already noted, acting president in 1927–1928 during Bird's absence in Europe. In 1929, when Dean of the Faculty Burt retired, Cleland stepped into his place and in 1931 turned over the post of dean of men to Professor Arthur G. Coons, then assistant to President Bird. A hierarchical succession was in the making.

In the 1920s, perhaps more than during other periods of Occidental's history, some student and faculty critics strongly objected to its conservative public image. The institution seemed open to only a few of the changes which the 'twenties inspired. Its social atmosphere, encouraged by the trustees and various members of the administration, was stifling to those uncomfortable with the status quo. Some of that conservative emphasis obviously grew out of the early years when economic prudence was necessary for survival. But whether such caution should be allowed to spill over into educational philosophy was another matter.

Compared to the social orthodoxy of most of the college's previous presi-

dents, Bird's attitude, however, offered the campus a breath of fresh air. A few, nevertheless, saw him as amiable but windy and impulsive. In truth, he was an unusual combination of contradictions. Some members of his administration considered Bird a visionary with an enthusiasm sometimes bordering upon the irrepressible. Yet, he possessed an undeniable genius for bringing his plans into concrete being. Interested in urban planning at a time when that field was all but unknown, he gave unique substance to dreams of a campus that combined beauty with learning. But, in 1974 Kenneth Holland '29 (who had become director of the Institute for International Education) recalled: "The administration particularly Remsen Bird, was too much on the sentimental, religious 'Great Occidental Family' binge. I'm sure he did well in some circles . . ."

Another alumnus, Lawrence Clark Powell '28, was partial to Bird but initially had difficulties with Dean Cleland, whom he considered pious and uninspiring. He would later come to respect the dean's wisdom. A favorite faculty member of Powell's circle was Carlyle Ferren MacIntyre, a literary polymath whose individuality has never been matched at Occidental. MacIntyre's life style, however, did not conform to Dean Cleland's sober values. In a lovely essay, *The Poet and the Professor* (1981), Powell avers: "Knowing what we do now about Mac's proclivities, it is amazing that he survived for five years at Occidental, for he was a practicing pagan —irreverent and blasphemous, a celebrant in word and deed of the fleshly pleasures."

1914–1929

Sound in his scholarship, and a gifted teacher, MacIntyre's habits were decades ahead of his time in terms of social acceptability. As Powell recalls:

> Mac lived alone in a cabin on the La Crescenta slope of the San Gabriels, a dozen miles from the college, in a dwelling place full of art objects from Europe, of books and music, flowers and cats. He made his own 'Prohibition' wine and beer. We were warned never to come without being invited, because of his habit at odd hours of debauching the missionaries' daughters, or so he boasted.

Though inspirational and creative, MacIntyre was sacked in 1928, despite the pleas of his major sponsor, Professor Benjamin F. Stelter. In 1921 Stelter, a brilliant controversialist and authority on Robert Browning, had come to the English department. Powell affectionately remembered him as "a big blond Teuton, bourgeois in his habits, a most unlikely sponsor and protector of Mac. In his classroom manner Stelter was a witty, iconoclastic lecturer who, while apparently speaking of the Elizabethans and Victorians . . . was actually ridiculing Presbyterianism." Stelter's classes were renowned for his flashes of wit, intuition, and captivating presentations. He appealed especially to the better minds of several generations of students. On the surface, Stelter's influence sometimes seemed divisive but it was forceful and effective, especially within the faculty. About him, President Bird much later recalled: "Benjamin Stelter was a very creative teacher and many of the students had their candles lighted by him. He did not have

much use for the administration, but he did for the students, and while he was difficult, he was the kind not easy to find. As I look back on how it was, I grow in appreciation of those who were the stormy petrels, nonconformists, and wasps. God bless them!"

Another faculty member who achieved a reputation off campus was Professor John Parke Young in economics. Young repeatedly served on government committees and became an international financial authority, as did his brother, Arthur N. Young. They ultimately extended the prestige of the economics department worldwide as financial advisers to foreign powers. Arthur Young stayed on in China for many years to administer the recommendations of the Kemmerer Commission, with which he and his brother had been associated. In 1929 he was named financial advisor to the Chinese government and later similarly served Saudi Arabia and Iran.

By the 1920s the college had produced an increasing number of influential alumni. In addition to the Young family, the Kirkpatricks—Harry, Bruce, and Paul—achieved academic distinction beyond the Occidental community. Harry Kirkpatrick was, in addition, one of the truly gifted athletes in the history of the college. Occidental has also been fortunate in the internal staff resources it has nurtured. President Coons, whose career will be discussed later, was a graduate, as was Dean Cleland and Fred F. McLain '16 was comptroller for almost thirty years. One cannot stress too strongly the devotion which tied these persons to the college.

In support of its executive leadership Occidental also produced outstanding women who became vital forces in its central administration. Indeed, the college was well ahead of the times in appointing women to responsible positions and in honoring them. When the Auld Lang Syne Alumnus Award was established in 1954, the first recipient was a woman—Floy Roberts Jung '94, who was president of the Alumni Association from 1897 to 1901, the longest anybody has served in that office. During those same years, she was on the Occidental faculty as professor of Greek and Spanish. From 1898–1901, all three officers of the Alumni Association were women. In addition to President Floy Roberts (she was not married at that time), the vice-president was Helen Harris and the secretary-treasurer was Maud Bell. Harris was eventually selected as National Teacher of the Year and one of her students was Bill Mauldin, the cartoonist.

As a coeducational institution, Occidental could hardly afford to ignore women as a great resource within its walls. Yet, in the early years, women remained excluded from some colleges. Today most women's colleges have become truly coeducational. Occidental never had to make such a shift. As we have seen its first two graduates were women. In 1904 women fielded the first female intercollegiate basketball team. By 1912 a women's glee club had been founded. Mary Carruth Cunningham, who received the first honorary degree (an M.A.), was from 1904 to 1934, variously chairman of the history department and professor of literature and of art. She is also credited with being a founder of the Orthopaedic Hospital of Los Angeles.

In time the positions of librarian (Elizabeth McCloy), registrar (Florence

Brady), comptroller (Janet Hoit), and directors of alumni relations (Adelaide McMenamin, Jean Keefe, Valerie Van Horn, and Gloria Poe) were held by women. Other women (graduates and non-graduates) have filled key college positions. One thinks of Olive Hutchinson Kirkpatrick, secretary to Presidents Baer, Bird, and Coons, as well as of Jean Paule who has served Presidents Coons and Gilman. In 1966 the position of "Secretary of the College" was created expressly for her. One should also mention the following deans of women: Julia A. Pipal, Irene T. Myers, Cornelia LeBoutillier, Elizabeth Paxton Lam, Elsie May Smithies, and Mary Laing Swift. More recently Brigida Knauer has carried on their work and, in 1981, she became dean of students. Clancy Morrison headed the food service facility of the college for almost four decades. The main college lounge in the Freeman Union is named for her.

1914–1929

As the years passed, faculty members were no longer called upon to make quite the sacrifices of earlier times. Yet, for some at least, their devotion to students became proverbial. The college was, of course, smaller then. And, in a more unified environment, contacts between faculty and students were close.

In the 1920s the Association of Colleges and Universities of the Pacific Southwest (later the Western College Association) counted among its presidents both President Bird and Dean Cleland. Excellent relations with other colleges appreciably aided Occidental's growth in stature. An Institute of Finance, organized in 1928 and again in 1931 by the department of economics, brought outstanding financial authorities to the campus. These institutes were financed largely by Willis H. Booth, an Occidental trustee associated with the Guaranty Trust Company of New York City. There was also an increase in campus meetings of regional professional associations, including language, English, science and speech. In other words, the college in the 1920s became more professional in outlook, increasingly inviting scholarly groups to the campus. For example, the History Guild of Southern California was founded at Occidental in 1924 and has regularly met there each fall ever since.

In the "frenzied 'twenties," the existence of a Phi Beta Kappa chapter stimulated students to further academic excellence. Two honor service organizations also made their appearance during that decade: Dranzen for women and D.O. for men. Each spring certain young women and men were "tapped" by these societies for their leadership qualities and promise. Toward the end of the decade the Associated Men Students, and its Men's Council, took part in the coordination of male activities on campus. A new Associated Women Students organization followed a similar course. Several academic societies joined those previously established. From 1927 onward the history majors as members of Kappa Nu Sigma, held their meetings at the home of Professor Osgood Hardy. Its secret title was "The Know Nothing Society." The economics majors turned to Phi Kappa Alpha and to Professor Young for stimulus. Physical education students joined Phi Epsilon Kappa and Professor Ethel Taylor organized the Book and Candle Club

for language and literature students. The Occidental Players formed the campus dramatic group while the Science Club and Kappa Zeta represented Fowler Hall's scientists and premedical majors.

Some alumni still remember one faculty member noted for offering classroom amusement. This was C. Pardee Erdman, professor of religion and chaplain after 1922. He sometimes came off the greens of Pasadena's Annandale golf course (where he was a member of the club's golf team) clad in plus fours, with matching cashmere sweaters. He would then stack his clubs in a corner of classroom or chapel and proceed with either teaching or religious ceremony.

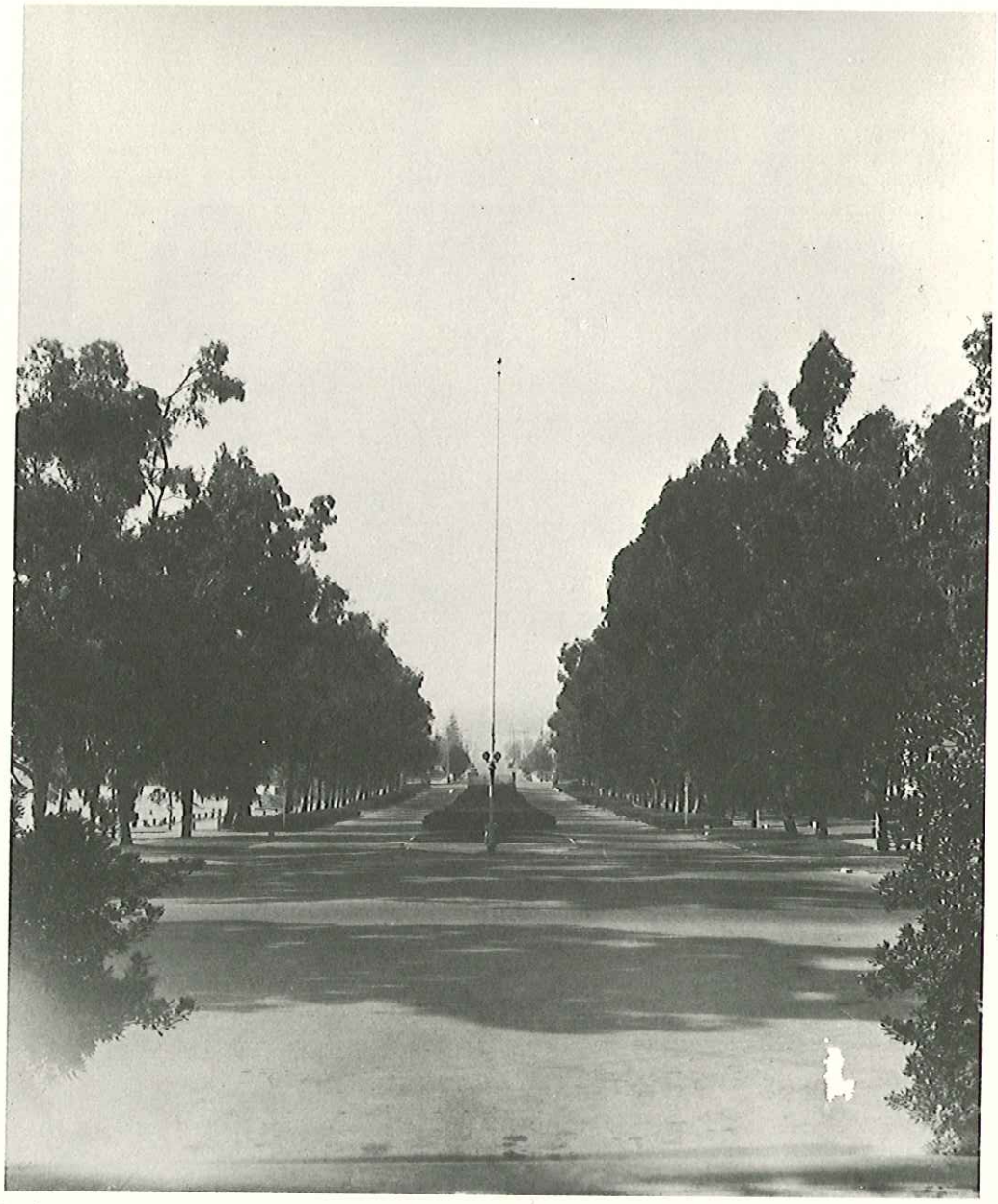
More formal dramatic activity was available via the growing number of public performances at the Hillside Theater—which replaced the quadrangle between Johnson and Fowler halls as a setting for ancient Greek and modern plays. The glee clubs began in this period their tradition of "Home Concerts." Among campus publications *The Occidental, Sabertooth,* and *La Encina* featured student writing.

From the columns of *The Occidental* it is evident how much the college had relaxed earlier rules; after 1922 dancing was permitted on campus. Smoking would have to wait a longer time to become acceptable. Fraternities and sororities were also somewhat less stringently controlled. Social life still suffered from limitations of distance and inconvenience, but the automobile brought most of southern California within reach, as students chugged off to beach and mountains in "flivvers" and "jalopies."

By 1929, it could be said that Occidental had come through exceptional years of maturation. Its student body and faculty were steadily improving in quality. The new campus had seen a growth in physical facilities. A discerning and knowledgeable young president had furnished key leadership at a time when the college sorely needed his vigor. Helping Bird was a devoted corps of young graduates who formed his administration, to which he added outside talent. He was invariably popular with the faculty, and liked nothing better than to please them, financially and otherwise. Together, faculty and administration moved the college toward national prominence. The 1920s had been good years for Occidental, years of satisfying growth that, fortunately, preceded the devastating national depression which the institution would soon sorely feel.

1914–1929

Mrs. Andrew N. Jung (Floy K. Roberts), who received her A.B. from Occidental in 1894, was the recipient of the first Auld Lang Alumnus Award presented during the Alumni Assembly program in Thorne Hall on January 14, 1954. Mrs. Jung was professor of Greek and Spanish at Occidental from 1898 to 1902. Musical numbers for the Alumni Assembly were provided by (front row from left): Joan Holman Burnett '41, (Mrs. Jung), Grace Lynne Martin Ingle '51 and Byron Palmer '42. Members of the Alumni Board of Governors participating in the program (back row) included Harry Cunningham '27, Pat Palen Miller '40, Marshall Topping '35, June Massey Walz '40 and Burton Jones '42.



Looking down Alumni Avenue from the central quad in 1928.

Chapter III

DEPRESSION AND RECOVERY

1929–1941

1929–1941

OCCIDENTAL'S ADVANCES IN the 'twenties were, in retrospect, a gathering of strength. Economically, the college's troubled days were not yet over. In 1928 an enthusiastic class of 1932 arrived on campus. Its members still felt the national euphoria created by financial boom times. With 210 entering students, the class was somewhat smaller than several that had preceded it. Tuition was $125 per semester, $250 for the full year. The dollar went a long way in those years. A member of the class bought a good working Model T Ford from a used car lot for $15. Board and room at his fraternity house was $35 per month and a desirable job with the local telephone company (where many Occidental graduates were employed) paid $85 per month.

The members of the class of 1932 experienced a rare snowfall on campus while they were undergraduates. Few imagined that a national trauma lay ahead that would affect each of them. One classmate recalled: "As long as the freshmen remembered their place, wore a beany, and knew 'Io Triumphe,' they were accepted with little further initiation." Hazing was on the decline and college functions were now held without chaperones. The amenities of collegial life seemed alive and well. The early fall of 1929 found both students and faculty enjoying a splendid football season, with only faint warnings of the economic crisis already being felt within some parts of the country. That fall, eager students filled the dormitories, and registration was the largest in Occidental's history.

Then came October of 1929, "Black October." By the second semester a few students withdrew from school. These were to be followed by some whose families could no longer afford their tuition. Faculty, administrative officers, and alumni searched for other capable students. The greatest depression in United States history soon hit the college, and it seemed, according to President Bird, "that the bottom had dropped out of the world."

What bolstered him almost more than anything else, however, was the courageous attitude of the faculty. A committee of professors waited upon the president, reminding him that he had two basic responsibilities. The first was to sustain the solvency of the college; the second was to maintain the

academic caliber of the school. As the second factor in part depended upon the first, these professors assured Bird that they would go to any lengths to salvage the college's ongoing strengths. As pay cuts of ten per cent became necessary, President Bird personally took a cut of twenty per cent. A tuition increase in 1931 from $250 to $275 helped balance accounts, but it was necessary to announce to the faculty that salaries might be cut another five per cent later. Finally, faculty members were obliged to assume payment of the college's premiums on group insurance. Other institutions in southern California dropped faculty salaries as much as thirty-five per cent.

That the college weathered the depression without permanent scars is noteworthy. It was no easy task to maintain academic excellence amidst a clamor for more students and the fear of falling enrollment. Despite all these difficulties, some faculty members demanded greater academic rigor. During the depression, departmental comprehensive examinations, to be administered in the senior year, were established. The class of 1931 was the first to experience them. Later "comps" were to be abolished and then reinstated.

Salaries continued low throughout what came to be called the Great Depression. Faculty appointments were still by individual salary arrangements. Even tenured professors depended upon college largesse for their yearly increase. A financial profile of a typical professor will help us to see how the depression affected the lives of faculty members. In 1930 Osgood Hardy, a historian, was forty-one years old. He had arrived on campus in 1923. Hardy's rank was that of associate professor and his salary in 1930 was $2,950. The professor managed to teach during the summer at various universities. In 1931 he taught at the University of Maine summer session and received $350. He also supplemented his income by speaking for a lecture-booking agency. Such income allowed him some luxuries. Dues at the Oakmont Country Club were only $7.50 per month. A round-trip cabin aboard a ship to the Orient cost only $350 for him and his wife. Trips to Chile and Mexico cost even less. Perhaps the saddest part of this retrospective accounting, however, was Hardy's inability to match an offer by Macmillan, a major publisher, to bring out his book on the United States and Chile. The cost would have been $1750, more than a half year of salary, and Hardy's book never appeared. He did, however, manage to publish, with Cleland, *The March of Industry* (1929), one of the first economic histories of California, printed locally. But this volume was outside the Latin American field in which Hardy had been trained. Until his retirement in 1952 he regularly taught the American sequence of courses, again outside his field, thus saving the college money which would have been spent to hire an Americanist.

Students of the mid-1930s enjoyed prices that would never again be equaled. In 1934 lunch at the nearby Windsor Coffee Shop was 25 cents, and a full-course dinner 30 cents. Lunch at Mitchell's was also 25 cents. Admission to the nearby Eagle Rock, Yosemite, or York theatres was 25 cents. Popular corduroy trousers cost $3.35; letterman's sweaters, $8; and a

Desmond's tuxedo, $25. For the girls, a "permanent" cost $1.85 and a shampoo and finger wave, 50 cents. Eight one-hour dance lessons (waltz or fox trot) were $2. For 35 cents one could attend the Harvest Moon Festival Dance in the Alumni Gymnasium, with an eight-piece student orchestra. Even less expensive were the campus plays produced by Kurt Baer von Weisslingen, including *Arms and the Man, The Mob, The Man Who Married a Dumb Wife, Everyman, The Comedy of Errors, The Rivals,* and *Passing of the Third Floor Back.* Professor Baer was also skilled in the decorative arts and later wrote *Painting and Sculpture at Mission Santa Barbara* (1955) and *Architecture of the California Missions* (1958).

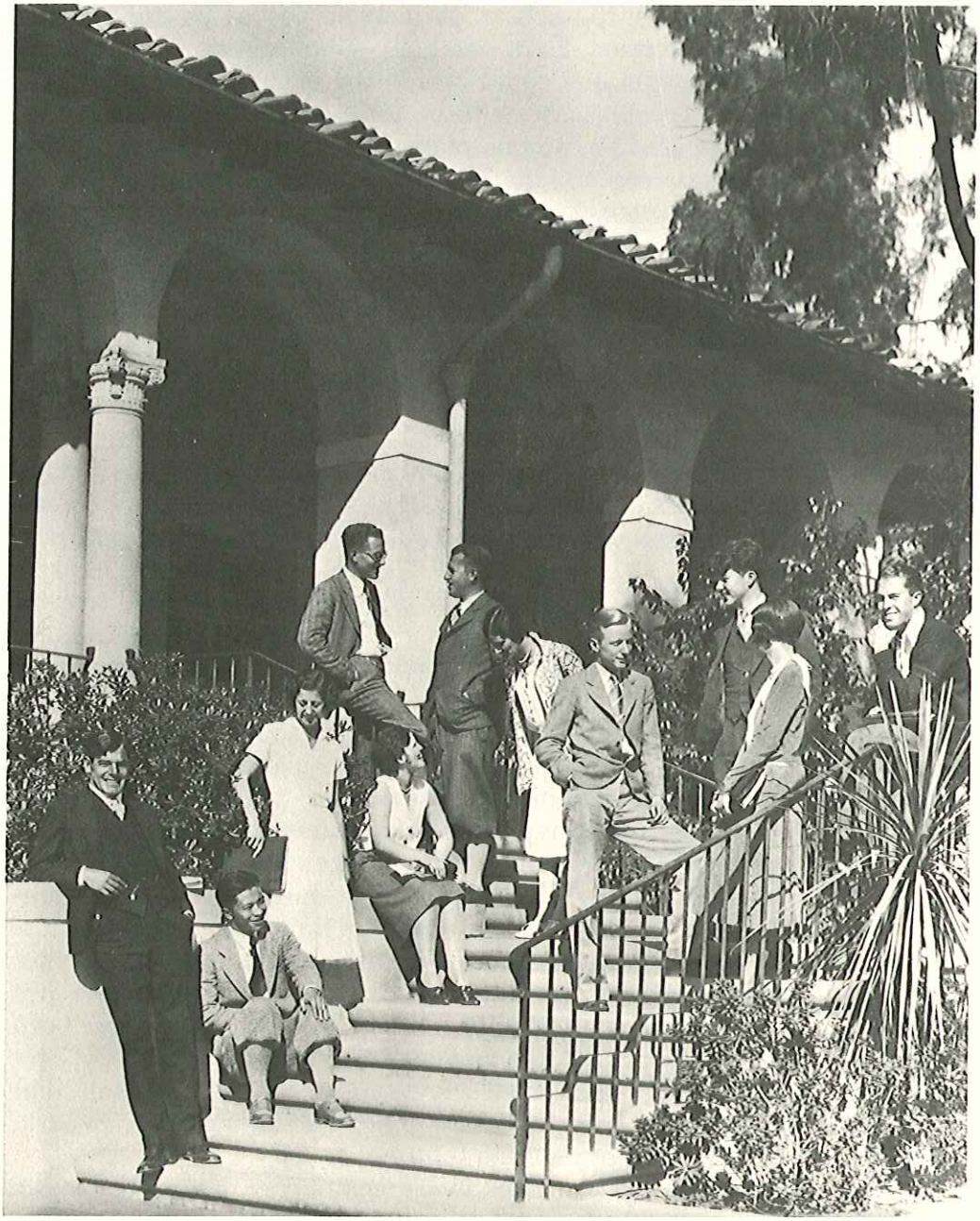
By 1936 Occidental could breathe somewhat easier financially. That year enrollment returned to its former level, allowing some salary cuts to be restored. The board made a survey of national pay scales and authorized upward adjustments. But retrenchment was still the mood of the trustees and, regrettably, a few talented faculty members were released. The faculty roster during the depression was kept to about sixty in number. Not even replacements for retired faculty members could be hired nor could new personnel be appointed.

1929–1941

Other campus activities also suffered. College investments had to help support both students on scholarships and the faculty payroll. Gifts declined markedly during the depression while tuition and other income losses were causing sizable annual deficits. Contributing to Occidental's income were its "hotel" operations; food services, the sponsorship of conferences, summer sessions, and the renting of the Hillside Theatre and Patterson Field to outside groups and movie companies.

A favorite student activity involved the appearance on campus of an increasing number of film companies. The college's location was close to Hollywood, making it an attractive locale for filming. Occasionally students were employed as "extras." The evolution of the motion picture industry, an astounding, if sometimes flamboyant, development, whether viewed from the standpoint of art or industry, exerted an incalculable, not so subtle, influence upon California life. The first film known to have been photographed on campus was "The Collegians" (1927), produced by Universal Pictures. The campus seemed stereotypically suited to films that depicted collegiate life. In 1934 students watched the filming of "The World Is Ours," a movie unheard of before or since.

The campus has been used as a backdrop, beginning with the older comedies of Joe E. Brown, Laurel and Hardy, and the Marx Brothers to modern television serials. A member of the class of 1935 recalled the thrill of being asked, along with the entire football team, to act in a Bing Crosby film "shot" at night. On that occasion the producer gave the college the commercially-composed song "Tiger Roar," which is still sung at football games today. Much later, in 1970, Columbia Pictures "shot" on campus the film "Summer Tree," starring Barbara Bel Geddes and Mike Douglas. "Tall Story," featuring Anthony Perkins, as well as "Joy in the Morning," with Richard Chamberlain, the TV series "Cannon" and "Today's FBI" were also filmed at Occidental.



The ASOC Council on steps of the Freeman Union in 1930. The ASOC president, Leonard Janofsky '31, is on the far left.

From time to time students sought to help out the college's finances. On one occasion this led to results that were nearly disastrous. In 1932 the administration had to come to the rescue of the A.S.O.C. Three years before, the students had embarked upon an ambitious plan to stage night football games in the Pasadena Rose Bowl. During their first season they earned $10,500. But as the novelty of what was then a unique event wore off, the public was no longer attracted by Occidental's games "under the lights of the Rose Bowl." With the cost of this foray into athletic entertainment exceeding the intake of money, the student body, even after utilizing its income from the A.S.O.C. store, went bankrupt. The administration was forced to assume the deficit and to take over financial management of student organizations, including athletics. All this took place as the national depression reached its depth.

1929–1941

Substantially increased funds from the college's general budget now had to be diverted into scholarships. From 1932 to 1936 approximately half the student body received financial aid. Mention should be made of the devoted work done by Occidental's faculty wives for scholarship purposes during the depression. By 1936, the National Youth Administration came to the support of some students. That same year, tuition advanced from $275 to $300, the major share of the increase going for scholarships and faculty salaries.

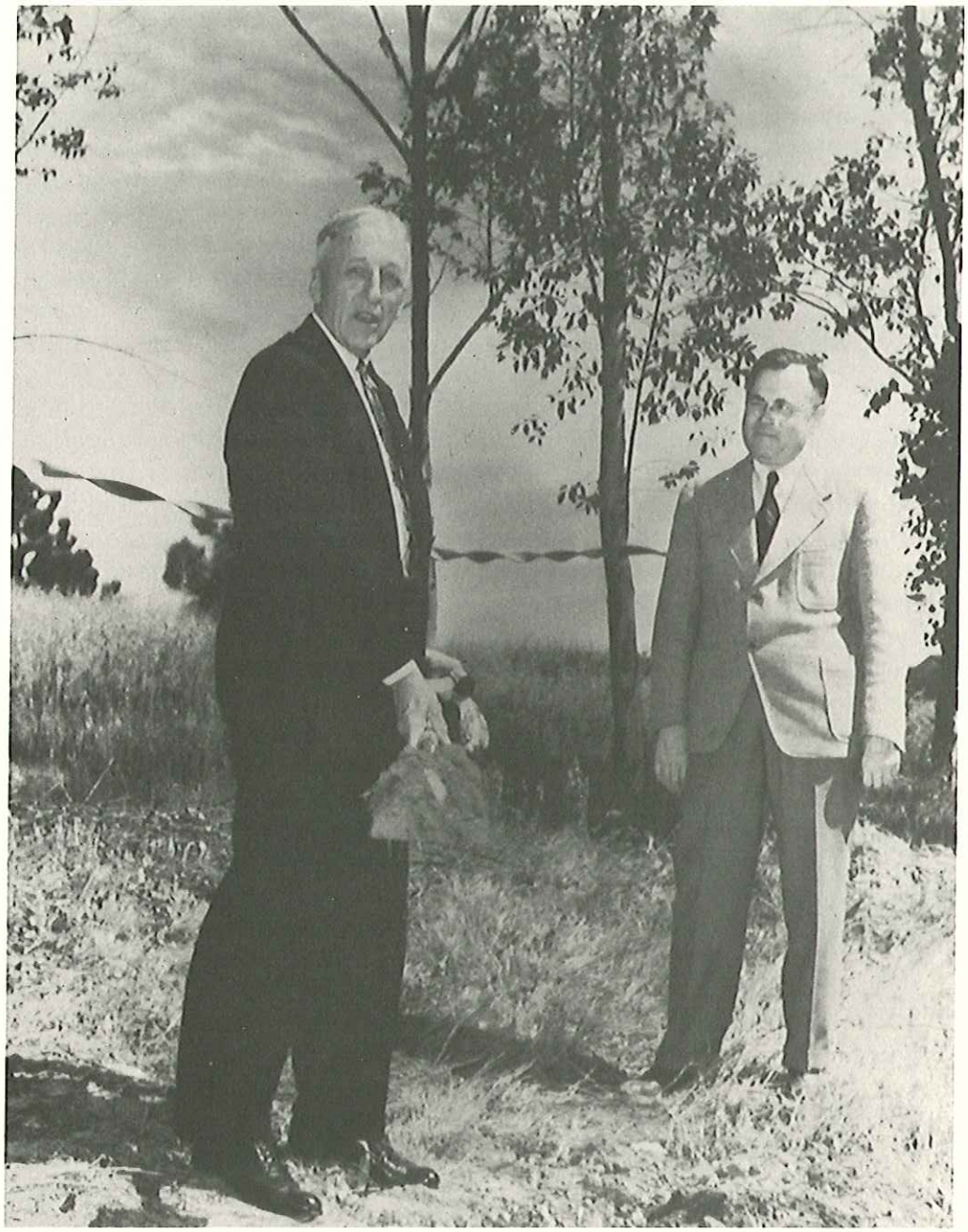
The great national depression, which continued throughout most of the 1930s, did produce constructive results. Robert Cleland Jr., a graduate of those years, writes: "If I were to say one thing about the 1930s at Oxy it would be that despite, or perhaps because of, the depression we were one of the most closely-knit classes in the history of the college. I have maintained friendships ever since in much the same way as Dad did with the Hammacks, the Buells, and only slightly less closely with the Rushes, the MacDowells, the Odells, and Alphonzo Bell."

The depression however, curtailed President Bird's building program. For four years the decline in gift-income forced postponement of needed dormitories, an auditorium, an administration building, improvement of classroom and office space, and further landscaping. The back parts of the campus still retained the rawness of its early days. For years the Hillside Theatre had a half-finished cement appearance; beyond it the dusty underbrush remained uncleared.

After the depression hit bottom, however, construction started anew. In 1936, one facility of major importance could not be delayed further. This was today's student health center. Funds became available through the gift of Trustee George E. Emmons, formerly president of the General Electric Company, for the building of an infirmary. He was typical of the affluent persons of good will whom President Bird attracted. In September, 1936 the Helen G. Emmons Memorial Health Center opened, with a resident nurse and part-time physician on duty.

Another happy event occurred that year. This was Bird's announcement that Occidental would build a new auditorium, with larger facilities for campus and public meetings. The impetus came from Charles H. Thorne, also a

In the spring of 1936 President Bird thanked George Emmons, right, the donor of the Emmons Memorial Infirmary at groundbreaking ceremonies.



Alphonzo Bell '95 (left), land developer and staunch supporter of President Bird's ambitious building plans. Shown with Bird (right) at the groundbreaking for Wylie Hall, a new men's dormitory, in 1940.

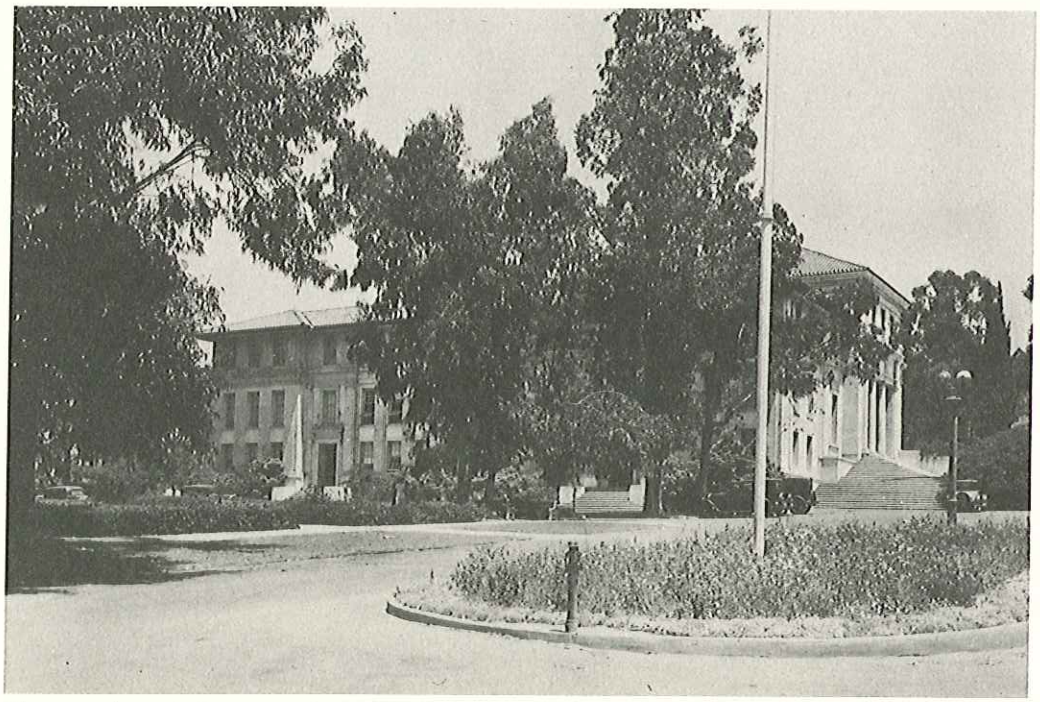
1929–1941

member of the board of trustees, who agreed to make a gift to the college of $150,000. He had been the president of Montgomery Ward in Chicago.

Thorne's gift formed an important part of the fiftieth anniversary celebrations; it, however, had to be matched. In May, 1937, groundbreaking ceremonies took place for Belle Wilber Thorne Hall. Thorne added another $115,000 to his original benefaction, making a total of $265,000, and also added the proviso that the central campus would be re-landscaped. This involved moving the north-south axis to a line halfway between the east face of the college union and the west face of Johnson Hall—which placed Thorne Hall at the head of the axis. It no longer appeared to hide behind the union building when the new axis was viewed from the library on the south side of the campus.

Alphonzo Bell '95 gave the $45,000 required to do all this earthmoving. He also enlarged the campus by donating twenty acres of adjoining land; in 1944 he was to add twenty-two more acres, deeding a total of forty-two acres to the college. Re-grading of the campus created a terraced and more beautiful quad area. Through the summer of 1937 construction of the new auditorium proceeded on the northern edge of the campus while the central quadrangle was torn up with landscaping.

Myron Hunt was still Occidental's major architect but he had been joined by Beatrix Farrand, a nationally-known landscape gardener. She had studied under Charles Sprague Sargent, director of Harvard University's Arboretum, and was the wife of Max Farrand, director of the Huntington



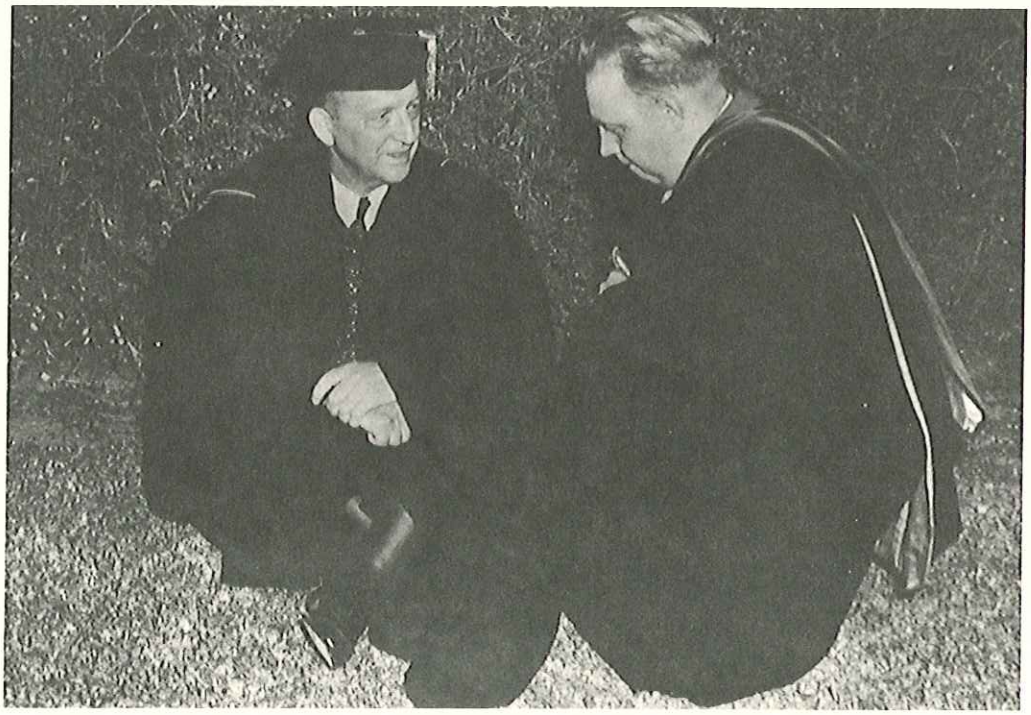
The central quad about 1930 before landscaping. Johnson Hall is in the background.

Library in San Marino. Mrs. Farrand had been, since 1915, supervising landscaper of Princeton University and was landscape consultant for Yale, the University of Chicago, and the California Institute of Technology. During the late 'thirties she was a familiar sight on campus, arriving, chauffeured, in her long Pierce Arrow automobile, top down, attired in English tweeds and warmed by a wool lap robe. In 1937 Mrs. Farrand wrote about the college: "The possibilities latent in the campus for development on the lines of simple beauty and dignity are great and the problem a thrilling interesting one."

As the depression began to wane, the trustees could again turn more attention to faculty and staff matters. In 1938 new offices for speech and drama opened during the dedication of Thorne Hall. That year paid leaves of absence were restored and the board scheduled a series of combined meetings for trustees and faculty. The college's first pension plan, adopted in 1938, authorized affiliation with a national Teachers Insurance and Annuity Assocation program, then supported in part by the Carnegie Corporation. In 1939 the board approved a plan for the payment of half tuition (later full tuition) for faculty children and a budget for travel to professional meetings.

1929–1941

The 1930s saw the arrival on campus of a group of talented young scientists. Among them were professors L. Reed Brantley in chemistry, and Vernon L. Bollman and Charles Alexander who joined Harry Kirkpatrick



Two faculty favorites of many students, during commencement, June 3, 1940. At left, Professor of English Benjamin Stelter and at right, then Assistant Professor of Physics, later Dean of Faculty, Vernon Bollman.

'14 in physics. Bollman had earned his doctorate under Nobel prize-winner Robert A. Millikan at Caltech. Kirkpatrick had been Occidental student body president and stayed on as graduate manager, coordinating athletic and other campus activities. Later he had gone to Caltech where he obtained a Ph.D. degree, having worked with physicist Jesse du Mond. Inventors of the multicrystal spectograph, in 1931 their joint research produced a big scientific breakthrough. That year Caltech's President Millikan announced in Rome that they had provided the first photographic evidence that carbon atoms in solids and gases were not dead matter but occurred in rapid motion. Kirkpatrick and du Mond stood at the cutting edge of measuring the direction and velocity of electrons within atoms. The pioneer device they invented remains on display at the Smithsonian Institution in Washington D.C.

The faculty continued to grow in strength. John Parke Young '17, would become an internationally-renowned economist and was also involved in the college's financial investments. After 1932 he founded a small investment counseling firm which urged the trustees to sell some of the local securities and to move toward more national stock issues. Professor Raymond Selle '20, a biologist who came to be called a frustrated M.D., urged biology majors to go into medicine and recruited a strong medical alumni group. Selle's colleague, Hazel Field, began her publications on animal pathology, which garnered the Biology Department its first national reputation.

In the inter-war years faculty research, however, remained generally casual and unsupported. The college could not really keep pressure on professors to publish when salaries remained low. Some worked elsewhere in order to increase their income. Repeatedly, annual reports reflected minimal creativity outside the classroom. A few faculty members kept professionally active and became known off campus. Among them was Gilbert Brighouse, a psychologist, whose public lectures and industrial counseling frequently took him away from the college. In the sciences, research projects required years to complete. Laboratory equipment was still limited. Kirkpatrick's work on "X-Ray Mirrors," supported by the Research Corporation, was not finished until 1957, after he had retired.

Among other new staff members of the 1930s were J. Donald Young in art, John J. Espey '35 (returned from his work at Oxford as a Rhodes scholar) in English, and Robert Elliot Fitch in philosophy. Conversely, the departure in the 'thirties of other faculty members removed some strong supports: Arthur G. Coons '20 went to Claremont Graduate School (which proved to be an absence of only five years). Two unique campus characters, Professors E. E. Chandler and Guy A. Thompson retired. Professor Chandler – in addition to competing with W. G. Bell at three-cushion billiards as well as archery – was noted for his lectures in chemistry and for his vocal imprecations upon the Pomona Sagehen at bonfire rallies which increased in vehemence each year. Professor Thompson, sporting a Van Dyke beard and a ready wit, had helped to create a solid English department.

Celebration of the fiftieth anniversary in 1937 featured the publication of

Cleland's new history of the college, and gave President Bird an excuse to launch another of his fund drives, this one for half a million dollars. Founders' Week, April 12 to 17, 1937, featured speakers from off campus, including an economics roundtable chaired by Gordon S. Watkins of the University of California at Los Angeles while Ralph T. Flewelling of the University of Southern California spoke on philosophy. President James A. Blaisdell from the Claremont Colleges extolled higher education. Guests enjoyed a student performance of "The Merry Wives of Windsor" in the Hillside Theatre.

In June, a golden issue of the *Occidental Alumnus* appeared and a special edition of *La Encina* stressed alumni activities in the history of the college. After a fashion show at the Taylor Pool, celebrants attended a banquet and dance to entertain returning graduates.

1929–1941

During the fiftieth anniversary year William Stewart Young, secretary of the trustees since the college's inception, announced his retirement from the board. Later in 1937 Dr. Young died, and President Bird wrote a tribute for the October *Alumnus*.

> None was more interested, nor more zealous and thoughtful for Occidental's welfare. He knew all that there was to know about its life and work and problems, and his counsel was given with clarity, judgment, and much profit to us all. It was never given with a determining manner. He, who had joined fifty years ago with other friends . . . labored unceasingly for its founding and growth and never in any way permitted himself the slightest intrusion within academic performance. . . .

Heartened by returning prosperity, the trustees spoke of assembling five million dollars for endowment. It was a bold design put forth when the national economy was still trembling from five years of depression. To help matters along, in 1937 the Carnegie Foundation gave President Bird $60,000 on the occasion of the fiftieth anniversary.

Artistic by nature (he frequently sketched caricatures of himself as well as others), Bird had sought to create quiet, secluded spots where students could meditate and study. It was he who had provided the funds to relandscape the north-south campus axis, culminating in Thorne Hall auditorium. New money also went into more mundane necessities, including a cross-campus steam and utility tunnel. Gradually there emerged one of the most beautiful college campuses in America.

In 1938 the college announced a gift by trustee Herbert G. Wylie that would provide for the construction of a new men's dormitory southeast of the library. Almost simultaneously, funds became available from the Orr estate for a women's dormitory and Haines Hall was built on the hillside above Johnson by the opening of the academic year 1941–1942.

Vigilant about sorely-needed finances, the board had, by March 1939, formed the first Committee of Development. Chairman Bell and Trustee Thorne created a variety of subcommittees for alumni affairs, endowment, enrollment, student cooperation, dormitories, and public relations.

William Stewart Young, without whose steadfastness Occidental could not have survived, with his son, Professor of Economics John Parke Young, 1934:

Shown in President Bird's Johnson Hall office are, left to right, Dean Robert Cleland, Bird, and Professor Raymond McKelvey. Note William Stewart Young's portrait on the back wall. In 1942 Cleland was president of the Association of Colleges and Universities of the Pacific Southwest, while Bird was president of the Association of American Colleges, and McKelvey was president of the Pacific Southwest Academy.

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Their immediate goals included balancing the college's books for the current year and procurement of an enrollment of 800 fully-qualified students for 1939–1940. The Committee of Development joined together many friends of the college in an aggressive effort to secure both students and added endowment.

In the fall of 1940 a faculty-trustee dinner (not to be repeated until the mid-'fifties) commemorated improved relations between those two groups. To draw added attention to the college, a "Gift Book" was published; motion pictures were prepared for use with alumni and service groups; and a speaker's bureau was established. Also begun were two new publications, *Within the O* (for circulation among the collegial "family") and *The Occidental Circle* for wider distribution. The Associated Friends of Occidental became an instrument for the "stimulation of interest in a great civic undertaking." The initial meeting of the Associated Friends in 1940 was a resounding success. Its first executive secretary was Theodore Brodhead '27 whose position was later assumed by Professor Raymond G. McKelvey, who effectively represented the college beyond its walls for many years.

The college also created the Friends of the Library (later the Library

Patrons) to elicit the interest of those drawn toward bookish activities. In 1930, the Carnegie Corporation had given a substantial grant for development of the library's collections and had also assisted the department of art. In 1934, another Carnegie grant of $65,000 had come to Occidental's music department for the establishment of a library of records and musical scores.

The elevation of President Bird to the presidency of the Association of American Colleges in 1941 was recognition of Occidental's growing prestige. During the same year, Dean Cleland was elected president of the Association of Colleges and Universities of the Pacific Southwest, and Professor McKelvey was elected president of the Pacific Southwest Academy of Political and Social Science. A leave was granted President Bird during 1941 to carry on an assignment with the Association of American Colleges and the National Youth Administration. Increasingly President Bird went east to represent the college.

In the life of an institution tension with the surrounding community is bound to occur. There is a sense in which this is a sign of vigor. Tension may well be healthy, even when misguided. With the strengthening of the faculty came new voices that were, at times, to make themselves forcefully heard. During the twenty years from 1921 to 1941 the college took several important stands as to academic freedom and tenure after Professor George Day, a member of the economics and sociology departments since 1923, was criticized for speaking favorably of the Soviet Union. He had spent a period of service with the Y.M.C.A. in Moscow and was mentioned in reports of the California legislature's un-American activities committee. Press charges that Day held pro-Communist views led to a statement by the trustees concerning his right to speak out on subjects about which he had demonstrated competence. A grateful faculty felt that the board had defended academic freedom. Day's experience also moved President Bird to issue a personal statement of clarification. Bird considered Day to be "almost Franciscan" in his gentle concern for his fellow man, and he believed that the accusations made against this particular professor wronged both him and the institution. Bird's statement spoke of Occidental as a voluntary association of persons seeking to know the truth. "This group of people," Bird's remarks read, "also hold as essential the use of acquired knowledge and the best that is known in the methods of knowledge. No fear exists for the consideration of whatever may be honestly held with reference to the facts of opinions of the world, and it is the province of such an institution that all matters of knowledge within the various divisions of the academic house shall be given fair presentation. It is essential," the president stated, "that the spiritual values of this institution shall be free and that they shall reveal themselves in the presence of whatever opinions or interpretations may exist."

A jealous advocate of academic freedom, Bird did not always agree with the views of the trustees. He said that he did not favor affluence that came with a price tag. Bird saw the college as truly a city set upon a hill, sending forth a beacon of enlightenment that some critics considered impractical. When he was given an honorary doctorate by the college in 1946, this aspect

of his record was, however, stressed: The citation read: "He stretched the limits of the Occidental campus to the far corners of the earth and made the college part of the unfolding destiny of all mankind."

Another incident relating to academic freedom did not end happily. This concerned Broadus Mitchell, a visiting professor from Johns Hopkins University who protested his release by the college on the grounds that his professorial rank had conferred tenure upon him. Mitchell's political and economic views had caused considerable controversy. The board's faculty and studies committee heard Mitchell's protests and upheld the administration's decision to release him at the end of 1941. The decision was not based only on Mitchell's less than conservative views but also upon his teaching techniques. In the case of George Day, the board had sided with a professor; in the case of Mitchell it had not. In general, the college has adhered to a code of faculty ethics recommended by the American Association of University Professors. Some students were upset by the release of Professor Mitchell. He went on to become a distinguished economic historian at various eastern universities.

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Some students were also worried that Occidental was developing into too much of a residential college. As the administration sought to bring dormitory residents into a greater share of campus activities, rumors arose that sororities and fraternities might be abolished. In view of the possibility that male students might face military service, *The Occidental* during 1941 entered these debates in a spirit of some heat. The Panhellenic Council conducted an open forum concerning the future role of sororities in campus life. A commission on residence for men recommended reducing the role of fraternities in favor of on-campus housing.

The raising of that issue was rooted in the continuing economic difficulties that faced the college. Added to this was the financial trouble experienced by many students in remaining in college at a time of widespread unemployment. Up to fifty per cent unemployment existed locally, almost to the eve of World War II. In these years Occidental sought funds to support students who otherwise would drop out of college. State Emergency Relief Administration money fortunately supplemented National Youth Administration aid. President Bird was appointed to the federal government's N.Y.A. board that laid out policies for its administration.

Upon return from his leave in Washington, he kept close contact with Frederic Delano (President Roosevelt's uncle), chairman of the National Resources Planning Board from 1934–1943. Bird showed a persistent interest in civic planning and he sought ways in which students could be used for leadership training. Beginning in 1936, government student aid at Occidental continued until 1943 and provided a total of $60,800; approximately $8,000 per year, this was then a significant sum. Students held jobs as clerks, typists, departmental assistants, and library aides, performing work of material benefit to the college and thereby coming into closer contact with the faculty.

For some years a faculty-stunt night became a favorite of students, who

enjoyed watching sedate professors engage in a variety of antics. Another activity, Tiger Day, had become a joint faculty-student affair. The faculty cooked breakfast in Sycamore Glen and then participated in an exhausting day of sports, concluding with an evening dance.

Drama and music are two campus activities that have consistently flourished, even during the depression years. In 1936 the first competitive interfraternity sing was staged by the Men's Glee Club, founded originally in 1906. The contest quickly became popular and encouraged such other variants as the serenading of women's dormitories and post-sing conviviality. The Women's Glee Club was not established until 1913. Its first piano accompanist was Martha Baird '16, later the second wife of John D. Rockefeller Jr. In 1971 she was to bequeath $1 million to the college.

In 1937 both of Professor Howard Swan's glee clubs won first place in the Pacific Southwest Intercollegiate Competition. Two years later Swan and a student, John de Serpa, joined forces to stage a musical, "Hollywood Goes to College," with an original score by Louise Stone of the music faculty. During the decade, spectacular plays, operas, and orchestra concerts in the Hillside Theater were also produced.

Although some students were financially hard pressed to remain at Occidental, during 1938 the college's four enrolled classes presented its now celebrated chimes. These were paid for by a student subscription of $700 and were manufactured by the same firm that had made the historic Westminister Abbey chimes. They rang every quarter hour and struck every hour for many years thereafter. In the 1970s the chimes broke down intermittently, until 1984 when they were replaced by new instrumentation.

In the 'thirties, also, students started a movement called "the Big Campus." Their newspaper, *The Occidental*, urged them to become more active in civic affairs. To secure the maximum experience from their college days, leaders of "the Big Campus" effort urged undergraduates to investigate events sponsored by the Los Angeles Philharmonic Orchestra, Hollywood Bowl, Huntington Library, and other offerings of the larger community. Politically too, students seemed to be reaching outward for understanding of a confusing world. As early as 1931, they protested the Japanese occupation of Manchuria, supported peace campaigns, and denounced the European dictators.

In April of 1938 President Bird, a cosmopolite in an age of insularity, demonstrated his compassion toward Europe's intellectual refugees by sponsoring the first appearance at Los Angeles' Shrine Auditorium of the German exile novelist Thomas Mann. Bird's presidential papers indicate that he kept up his correspondence with Mann for years. Bird also invited Moritz Julius Bonn to teach at the college. A German refugee economist, Bonn had been a pre-Nazi government official and a writer of significant volumes on monetary theory.

Foreign exchanges now brought students to the campus from several Chinese universities (among them Lingnan), and other overseas institutions. Public hysteria over Communism led students to join with those at the

University of Southern California and at the University of California at Los Angeles in pacifist demonstrations. As early as 1937 Occidental students engaged in a peace campaign which continued through the "America First" debates of 1940–1941. They also joined in meetings that featured prominent public figures who came to the campus, among them Kirby Page, Harry Lundberg, Kathleen Norris, Upton Sinclair, and Lewis Browne. In the same spirit, the Phi Gamma Delta fraternity arranged in 1939 for the appearance on campus of illustrator Rockwell Kent. Bird, concerned that Occidental students be given every opportunity to express their views fully, wrote that "truth is not furthered . . . in the economic, social, and political field by the use of the strong arm. We believe that students are for the most part mature persons and that any attempt to force their opinions in certain grooves defeats this fundamentally desirable end."

1929–1941

At a time when Victorian strictures were still being partly enforced by society, Bird's liberalism appealed to students. He thought they should chart their own destiny. Others cautioned students that new dangers loomed ahead. The president of the American Association of Cosmeticians warned coeds that the "smoking habit is giving America a facial droop." Like drinking, smoking was still a racy pursuit engaged in by a minority of students. Serious members of the student body answered the questionnaire of an Intercollegiate Disarmament Council, voting for a fifty percent reduction in world armaments as well as for adherence to the World Court and the abolition of compulsory military training.

One of Bird's many statements sought to describe what he hoped would be the role of Oxy's students at a time of international confusion:

> . . . We want . . . our students to be rich and radiant and creative and devoted humanitarians, and if . . . our strength comes from the magnificent pattern revealed, we are bound to come in conflict with established forces from time to time. . . . We shall seek during these days of the obscuring of the facts and interpretation thereof . . . to keep the college free from propaganda and to give the members of our staff and of our group the full right to hold such opinions with reference to present economic and social matters as may be in accordance with their individual convictions.

Pacifist-minded students protested against the drift toward war in Europe while isolationists felt that President Roosevelt was leading the country to the brink of hostilities. By 1939 students, however, saw firsthand evidence of Europe's unrest. Professors Day and Hartley guided European tours that year. In Germany, Hartley's students talked with Nazi leaders, as Day's group toured the Soviet Union. There was discernible among students a mood of uneasiness and aimlessness. Uncertainty about the future and the probability of war, however, seemed to bring them and their professors closer together.

During the late 'thirties students found two traditional organizations, the Y.M.C.A. and the Y.W.C.A., unnecessarily duplicating in function. Thus they arranged for a merger into what became a single coeducational group,

the Student Church. The resultant organization added to campus life in both spontaneity and inspiration.

In 1939–1941 student and faculty exchanges with Lafayette College were arranged by President Bird, who was an alumnus of that institution. There was excitement over the choice of candidates and the assembling of money for travel eastward.

On any campus, student complaints about bed and board are traditional. Occidental was no exception. In the pre-World War II era, as today, students griped about the service in the Student Union, especially after the discontinuance of family meals and the establishment of a cafeteria in the interest of efficiency. "Grub grabbing in the Union" formed the basis of one student's letter to *The Occidental*'s editor. Another wanted less nutmeg in the pumpkin pie, for students were "men, not fire engines." Students also inquired, was there any solution to the solitude of the infirmary?

They asked if something might not be done to shorten the time necessary to register for classes. As an article in *The Occidental* put it, during registration Johnson Hall looked like the Santa Anita Racetrack. The paper claimed to have interviewed five students at 4:00 P.M. on an afternoon of registration day; one had fallen arches, another flat feet, and a third hysterics; a fourth (a wrestler) had, however, successfully registered. The fifth was lost. When some automobile parking spots were closed in 1941, the query "Do you know where to park?" became a gnawing question. The collection of fifty cent fines for parking violations caused further protest.

The Occidental, operating without faculty supervision, won a succession of national honors. The *Sabertooth* continued its anthological course, though for a time during the late 'thirties it was not published. Both publications attempted to print stories and poems, together with humor. *La Encina*, the yearbook, appeared each spring on no particular date.

Except for repeated demands that the student constitution be revised, no matter aroused more interest than Occidental's honor spirit. It has been damned and praised with monotonous regularity, yet several exemplary statements have been made on its behalf. The first of these was by President Evans in 1920, in answer to a request from officials at Stanford University for his opinion about Occidental's honor code: "I have known it to work excellently; I have known it to work shamefully. There is nothing in the honor system to assure success. It presupposes a spirit of honor which cannot be imposed. It cannot be exacted; it cannot even be taken on faith. It must be accepted as a social ideal and enforced by the sanctions of the student body. There must be an honor sentiment more than an honor system."

Not until 1929 was the student body willing to impose severe penalties upon students who violated Occidental's honor code. That year the students set up an honor court. In 1932 Dean Cleland defended the honor spirit: "High school students come to us who are accustomed to cheat in examinations and with no sense of the moral responsibility therein involved. To change such a practice involves a change in point of view. This is never easy; and sometimes in the case of individual students becomes impossible . . . the

honor system today in Occidental is more effective and meets with stronger support of student opinion than it did a few years ago." Finally, in defense of the system, President Bird wrote: "There will always be students who go to a place like this, who never catch its spirit, who are in it but not of it, who are active and yet not devoted, and it is a source of sadness that this is so."

During 1933 Dean Cleland told the honor court that if conditions had not "materially improved by the close of this year, the faculty would . . . institute supervised examinations." In 1939 both the honor court and the system it administered received a vote of confidence in an election during which students were careful not to include such lesser offences as library and parking violations.

Occidental did not escape a peculiar phenomenon of the late 'thirties. This was the student craze for goldfish-gulping. In 1939 Don Carpenter, for a brief hour of glory, held a nationally-publicized record of having swallowed thirty-nine little fish. The college, furthermore, continued to hold the Pacific coast championship in this bizarre activity. When asked for his opinion of the phenomenon, the psychology department's Professor Brighouse believed it to spring from "a need for adulation and from a deep-seated desire for notoriety."

1929–1941

Championships in more respectable sports also continued to come to Occidental. Because of the football team's lack of depth, coaches of the 1930s utilized a type of "razzle dazzle" strategy, rather than slugging it out on the field with stronger teams. Limited talent, indeed, has been a hallmark of Occidental's athletic tradition.

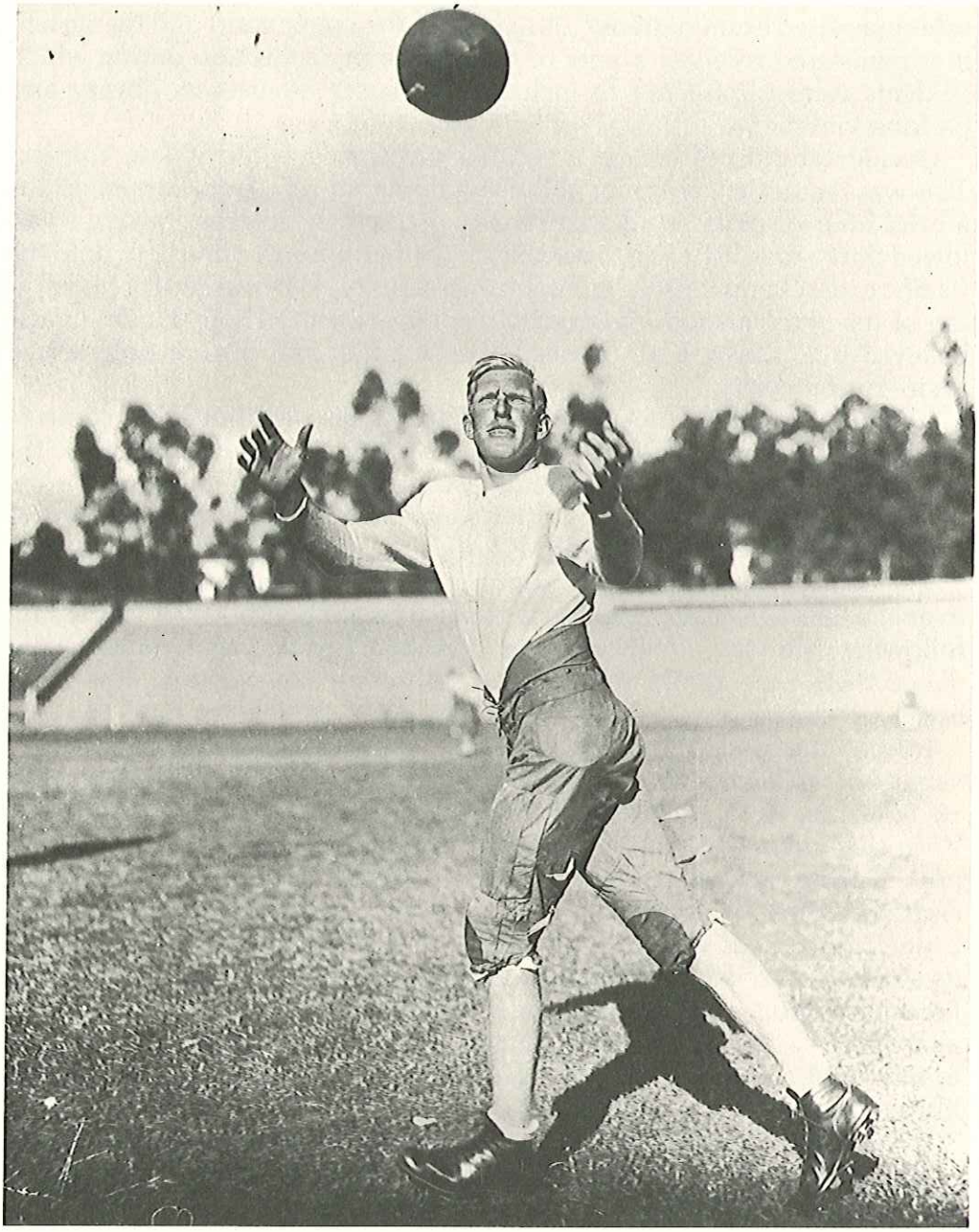
The college continued its traditional rivalry with Pomona. Each victory over the Sagehens gave celebrating students a chance to "ditch" classes the following Monday. With musical accompaniment they would snake-dance their way across the quad and through the campus, seeking to break up classes.

In 1930 the football team traveled to Mexico City and defeated the University of Mexico 31–6, repeating the performance in 1936 by a score of 19–6. Games were also won from Pomona in 1934, 1936, 1937, and 1941. With each victory a scrawny sagehen was ceremoniously buried on campus. During several football seasons, student shenanigans became so excited that the Associated Students imposed a rule stating that any damage from campus raids would be paid for by the college which failed to control its students. Occidental's tiger statue more than once disappeared from the Freeman Union; on one occasion, to the consternation of the students guarding it, a substitute appeared, covered with green paint from whiskers to tail. Bonfires for Homecoming Day were also regularly and prematurely burned by off-campus raiders.

In the 1930s the Southern California Intercollegiate Athletic Conference found itself troubled by severe intercampus disputes. Caltech and Pomona wanted a new conference with different rules while, for a time, Occidental stood by the old group—which included Santa Barbara, San Diego, Redlands, La Verne, and Whittier. A major complaint concerned player eligibil-

ity, which involved questions about the scholastic rating of state schools; anyone could attend the latter it was charged, if only to play football. After Caltech withdrew from the conference, Pomona followed. Later in the decade the present conference membership was established, with new rules and without including state institutions.

In 1934 Occidental began a series of hockey matches against Loyola,



Roy Dennis '33 on Patterson Field. From 1935 to 1970 he coached a variety of sports and then became director of athletics.

U.S.C., and U.C.L.A., with only an occasional victory over the heavier teams. When it first attempted hockey competition, the college had but two people who could skate. The rest were football players whose enthusiasm exceeded their abilities. Swimming teams, however, turned in an enviable record, under Coach Roy Dennis, who had been a talented athlete as an undergraduate. In 1938 Occidental won its fourth straight conference swimming championship and began a record in diving which eventually produced an Olympic finalist. In 1941, Sammy Lee '43, after winning many local awards, went on to the National College Athletic Association meet at

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Sammy Lee '43 first in 10-meter platform diving in 1948 and 1952 Olympic Games.

Michigan State College to take third place in the three-meter dive. A succession of victories followed which brought Occidental international fame. Lee would earn the gold medal in the 1948 and 1952 Olympic 10-Meter Platform Diving competition. He also won the bronze award in the 1948 Springboard Diving event. He was the first competitor to win back-to-back gold medals in the 10-meter competition.

As early as 1932 Coach Pipal's track team had won five championships in a row. In 1937 Occidental won the title of finest small college track and field team in the United States. That year its tracksters defeated U.S.C. in a handicap meet by a margin of two points, 64–62, and by a victory in the 440

In 1948, after World War II ended, President Coons presented Sammy Lee '43, Olympic diving champion and later a physician, with a special alumni citation.

relay. Payton Jordan, who later became track coach at Occidental and Stanford, ran for U.S.C. in that same relay. In 1938 the college won the southern California conference (later S.C.I.A.C.) track championship. At the Kansas Relays that year, Claude "Iron Man" Kilday, despite a pulled muscle, won second place in the decathalon; up to the time of his injury it appeared that he might break the meet record. At the Drake Relays the preceding year the 880 relay team also won the mile relay.

1929–1941

Occidental during the inter-war years had experienced great material development in an atmosphere of unity never recaptured until after World War II, and then in a different form. By 1941, the college could look back upon progress in many fields, material and intellectual. A women's gymnasium had been remodeled in 1922, a new library was built in 1924, a men's gym came in 1926 (with addition of a pool and other facilities in 1930), and the Hillside Theater in 1925. Three residences for women were constructed during the years 1925–1940, and a residence for men was built in 1940. Following these came the Freeman Union in 1928, a music building in 1929, a health center in 1936, Thorne Hall Auditorium in 1938, as well as three graceful on-campus administrative homes. A graduate program had been established, existing departments had been regrouped and still others (art, music, and speech) had been established. Among the academic innovations accomplished were freshman entrance testing, honors course work, the establishment of credit by examination, independent study, and comprehensive examinations for seniors. The college's alumni had been reorganized, with new Tiger Clubs established in various parts of the nation.

The academic and financial positions of the college were better than they had been at any time since President Bird's arrival on campus in 1921. The depression had been weathered although faculty salaries continued to remain low, following a national trend. As the war approached, the average salary for full professors was still only $3,600, with a few reaching $4,000.

Occidental had also, however, begun slowly to move away from serving a local, mostly Protestant, constituency to a wider social and racial spectrum, although there were still no blacks and few Latinos in attendance. Also, between the wars some of the most talented professors were not religiously-oriented. These believed that the college needed a stiff dose of the secular humanism in which they had been trained. President Bird proved to be gentle in accommodating their views.

Meanwhile, Bird steadily improved campus beautification, a matter which consumed his artistic spirit. But soon another great war would test the college once more, leading to changes that would forever alter Occidental's future.

Chapter IV

WORLD WAR II

1941–1945

1941–1945

THE ABSORPTION OF campus interest in the perilous events of Europe, was most obvious after the Munich crisis of September, 1938. Yet, the British appeasement of Hitler during that event affected the college's readiness for a coming war. In the three years between Chamberlain's meeting with Hitler at Munich and the involvement of the United States in war, student opinions varied widely, from pacifist to interventionist. Protracted debate occurred in meetings on campus, in classroom discussions, and on the pages of *The Occidental.* In this period the college's *Alumnus* printed an article by philosophy professor Robert E. Fitch entitled "There is No Peace." It caused a minor furor among those alumni and students who resisted the idea that the United States was somehow involved in the events of Munich and the Nazi rape of Poland. Fitch's denial that viable foundations for peace and stability in Europe existed, with the power-mad dictators Hitler and Mussolini loose, angered a small but vocal group of "America First" constituents who clamored for nonintervention. This same group championed all efforts to abstain from acts "tending to enmesh America in the events of Europe."

By 1940 editorials in *The Occidental* reflected student preoccupation over defense preparations and military service. With draft legislation on the horizon, some students were antagonistic to still other articles written by Professor Fitch. In these he suggested that it would be necessary to intervene in European affairs to save American lives and to aid millions of Euopeans suffering under a savage dictatorship. President Bird too was criticized for asking students to consider how they might counter Hitler's brutal regime. After retirement he wrote to a friend: "I can now see a group of students, sensitive and troubled, gathered outside my window, in opposition to Bob Cleland and me because of our 'war mongering.'"

A "Peace Week," in April, 1940, followed by argument about the "America First" campaign, saw students informally debating until the end of the semester. That April and May the editor of *The Occidental* expressed belief that the United States was, in effect, already in the war. He concluded that the students could not much longer refuse to admit that the country

was bound to become involved in war. Military drafting began in October, 1940. Yet die-hards who joined the national "America First" Committee did not retreat from deriding professors or students who stood for intervention or preparedness.

Even as the college debated military issues, students aided the war effort by enrolling in a Civil Aeronautics Authority pilot-training program at Glendale's Grand Central Airport. On campus, the college sponsored new courses in celestial navigation, mechanical drawing, and engineering. Practical training was finding its way into the curriculum as Occidental's machine shop, attached to the Department of Physics, began operations.

Prior to the United States' entry into the war, the college had set up a civilian defense organization. But campus enthusiasm for such matters was still lukewarm, despite the fact that film actor Melvyn Douglas (a personal friend of President Bird) did a great deal to encourage participation in civilian defense. When classes opened in September, 1941, *The Occidental*'s editor was so conscience stricken over student preoccupation with normal problems of registration, with sorority and fraternity affairs, and with sports, that he wrote several condemnatory editorials. The Associated Student Council (later A.S.O.C.) became similarly disturbed and cut short the

In 1942 actor Melvyn Douglas, a trustee of the college, headed the wartime Arts Council of the Office of Civilian Defense. Shown with him are Professor Osgood Hardy and students Ruth Aden and Felisa Sobrino.

number of social events which could be scheduled in the immediate future. During all these preoccupations the duties of the dean of men, Vernon Bollman, had become heavy, especially in the advising of men students on draft procedures and in processing requests for deferments.

On December 7, 1941, "a day of infamy," the news broke on campus of the Japanese attack on the United States naval base at Pearl Harbor. Occidental's students deluged faculty members with pressing questions: "What shall we do?" "Should we enlist immediately?" "How can students assist in the war effort?" On Monday morning, December 8, President Bird, attempting to answer such questions for them, addressed the assembled faculty, staff, and students in Thorne Hall. Immediately before, they had listened to a joint session of Congress. That same Monday, the college's Defense Council reorganized itself as the War Council, under the chairmanship of Dean Bollman, to implement Bird's statement that "We at Occidental College are a loyal body of American citizens ready to do our duty whatever that may be." Municipal authorities in the office of Los Angeles Mayor Fletcher Bowron were impressed with the way in which Occidental, as a college community, had gone about the job of organizing civilian defense. The city's own defense planning was primitive and it learned considerably from what had been done at Occidental, especially regarding the appointment of air wardens.

1941–1945

A few evenings thereafter, some students, among them the writer of these lines, had the privilege of asking questions relating to the war of Mrs. Eleanor Roosevelt. She was at the time the house guest of President Bird, who was proud to record in the *Occidental Alumnus* for February, 1942:

> On Tuesday evening [December 9, 1941] Mrs. Eleanor Roosevelt came to the house of the President of Occidental College, arriving in time to hear the first great war message of the President of the United States. After this address a buffet supper was served to the national officers of Civilian Defense and the representatives of Occidental especially responsible for the War Council. In the evening there gathered at the president's house students, faculty, and administrative officers of all the colleges and universities of the Southwest. . . .

Bird was proud to report that "Mrs. Roosevelt, speaking of . . . the promotion of civilian defense, commented over the national network on what had been accomplished at Occidental . . . commending the organization of the War Council to all institutions of similar nature in America." The college had, indeed, gone to war.

Mrs. Roosevelt particularly encouraged women students to recognize that great national need for first aid and Red Cross workers. A friend of the Birds, she returned to the campus during the war years, on trips to the Pacific combat zone. The Birds were also her guests in New York and at the White House, as was Arthur Coons, who was later to become the president of the college.

Mrs. Franklin D. Roosevelt with President Bird and County Supervisor John Anson Ford during one of her visits to the campus, in 1939.

During the week of the Pearl Harbor attack, the Association of Colleges and Universities of the Pacific Southwest held its annual meeting on campus. Its conference topic, "Colleges and World Responsibility," could hardly have been more timely. Delegates now considered the role which academic institutions should play "in these critical wartime days." California's colleges offered an inspiring example of the cooperation of which scholars are capable in an emergency as they faced falling enrollments and expanded relations with governmental agencies.

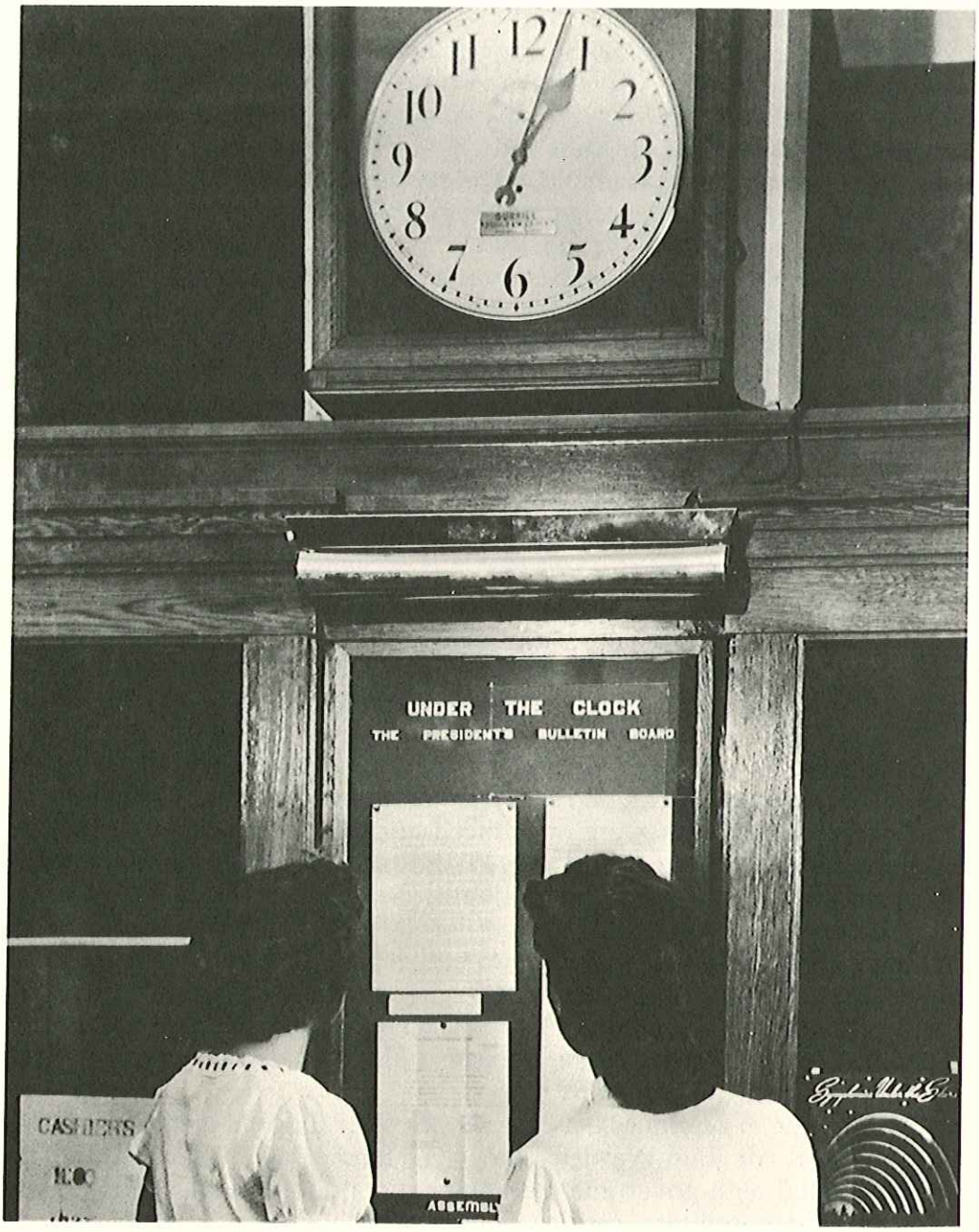
Prior to the outbreak of war faculty members received leaves of absence for work with government agencies. Among those granted leaves were John Parke Young, who joined the Office of Economic Warfare and later became affiliated with the United States Department of State, physicist Harry Kirkpatrick, who engaged in radar research at the Massachusetts Institute of Technology, historian Osgood Hardy, who was sworn into State Department service, and his colleague, George McAfee McCune, an Oriental historical specialist who entered the Office of Strategic Services because of his detailed knowledge of Korean affairs. Philosopher Robert E. Fitch joined the Navy, while other faculty and administration personnel served as draft board members, Civil Defense officials, and as labor negotiators. In addition to these temporary staff losses in the midst of the war, retirements became crucial problems as faculty members were difficult to replace.

1941–1945

In June of 1943 the faculty adopted a three-semester plan with three one-week breaks, ending the peacetime curricular routine. The class of 1946 (which had entered in September of 1942) was the last to enjoy the gracious socializing of the pre-war era, the last to dress up in silk stockings for women (nylons were introduced during 1942), ties and coats for the men. Student waiters still served the tables in the Union in white jackets and students remained seated until their head house residents arose at the end of a meal. Occidental went into the wartime era with its honor system pretty much intact; students still left their books and personal possessions lying about the campus during classroom hours. Such practices would ultimately vanish, some of them permanently. In the last days and months that followed, the college took on a different tone. Emergency was suddenly in the air.

It was a time of sacrifice. On campus, the War Council went into operation. Fire and Air Raid Wardens, a Morale Squad, and a First Aid Squad were activated with government equipment. Undergraduates immediately volunteered for military service. Those in the Enlisted Reserve Corps remained on campus, as most students were advised to do. However, during the spring months of 1942 some student reservists left college for military duty.

The changed appearance of the campus reminded one of the war. There were sandbags in the corridors of Johnson and Fowler halls, air raid signs, instructions for protective measures in case of gas attacks, blackout shades were attached to windows, and fire drills were held. Air raid shelters were improvised. The college opened its doors to outsiders who attended first-aid



Before and immediately following World War II students could consult the President's Bulletin Board for the latest news. Photograph taken about 1945.

courses at odd hours in unused classrooms and offices. Anyone in a position of responsibility was encouraged to acquire training useful to the war effort. The effect of the first emergency months of the war was to draw the college together. A new sense of cooperation pervaded campus life.

Academic questions seemed almost irrelevant when measured against the vital issues posed by the war effort. In the fall of 1942, Occidental hung suspended at the mercy of the fates. If students in the enlisted reserve corps were drafted, about one-third of its student body would disappear. To prevent the loss of students, tuition was kept at $325 per year although the cost to the college was actually $450. One could still buy both lunch and breakfast for only forty cents by using meal tickets.

Worried by the uncertainties of the war, students were promised that, if they became enlisted reservists, they might remain in college until the end of the 1942–1943 academic year. But they were given no positive guarantees. Rumors as to their future changed almost weekly. First the enlisted Reserve Corps members were reputedly going into service; then they were not going. Finally, in February, 1943, notice came that most of the men in the program, with the exception of naval reservists, would be called to active duty.

1941–1945

Early one morning in March of that year buses appeared in front of Swan Hall to transport the enlisted reserve students, fifty-three in number, to the Pacific Electric building at Sixth and Main Streets in Los Angeles and eventually to Fort McArthur in San Pedro for basic training. They and their friends listened to parting words of advice from President Bird and Dean Cleland, and received gifts, tears, kisses, school cheers, and noisy goodbyes. As their double-decker buses pulled away, these men left a strangely quiet campus behind. Some of the reservists, afer basic training, went immediately to the combat areas, there to engage in fighting within six months of their departure from college. Many did return, but some lost their lives on the battlefield or at sea.

By the spring of 1942 the institution faced growing economic strain, especially because of its loss of male students. In the face of rising costs, retrenchment was not only advisable; it was essential. A careful reexamination of salaries and the stringent checking of all purchases ensued. As during the depression years, the acquisition of supplies and equipment had to be curtailed. Some student functions were also suspended. In 1942 the glee clubs held their annual tour only as a contribution to the morale of servicemen who would hear them. But critics claimed that such a tour would use up valuable tires and gasoline.

President Bird's correspondence indicates how he used his Washington connections to obtain the establishment, on April 1, 1943, of a Civilian Protection School. Colonel Maurice C. Jennings arrived on campus to supervise a government contract under which the college prepared persons deferred from the draft for wartime civilian positions. Patterson Field soon resounded to practice explosive detonations and reeked of noxious gases.

No physical improvements could be undertaken, but the institution did provide facilities for special programs designed to aid the war effort. In

Fowler Hall the science faculty operated a large ESWMT (Engineering and Science War Manpower Training) program. All these activities caused a drain on college funds. An exception was the physics machine shop, the gift of trustee Hallett Thorne. It allowed the college to sub-contract rocket parts with the California Institute of Technology and private concerns. The proceeds went into a special account for the purchase of physics equipment.

The wartime strains were exhausting. Lectures to night classes and civilian groups, defense research, service with local draft boards and war agencies, volunteer organizations, and other wartime occupations burdened the faculty. Its members also had to increase teaching loads because of the impossibility of securing new personnel. Faculty contributions to the war effort included training aids for the Santa Anita Army Ordnance Training Station produced by J. Donald Young and Kurt Baer of the art department, psychological testing conducted by Gilbert Brighouse, and the analysis of gases which chemist L. Reed Brantley performed. Part-time appointments with industry could easily be secured for those faculty members who had the vitality left to accept.

In October, 1942, during the midst of the war, Dean Cleland announced his retirement. As the college's chief of staff, Cleland had clearly made the dean of faculty the number two position at Occidental. To replace him, President Bird chose Arthur G. Coons, also a graduate of Occidental, who had once been assistant professor of economics as well as executive secretary to Bird. He had served as dean of men in 1937–1938 and had next gone to the Claremont Graduate School where he was professor of economics and director of studies. During 1942–1943 Coons had also been regional officer of the federal Office of Price Administration (O.P.A.). On July 1, 1943 he returned to his *alma mater* from Claremont.

The 'forties saw other significant additions to the faculty. In 1940 Glenn S. Dumke, later to become dean of faculty and chancellor of the California state college system, joined the history staff. Like Coons, he was an Occidental graduate. In economics, Professor Laurence deRycke in 1943 came to the college from the department of state. Professor Benjamin H. Culley would succeed Professor Bollman as dean of men in 1944, after two years in the mathematics department. During the great stress of the war years, faculty members formed loyal attachments to Occidental despite the fact that all tenure decisions were suspended for the duration of the war.

Some faculty members who went off to military service never returned to the college. Among these was Thomas Adam, who from 1930 to 1940 was on the history and government staff. A Scot, he rejoined his commando regiment in Britain, the Black Watch. Tall, strong in physique, and impeccably dressed, he was a favorite of the students. He was decorated for bravery by the Dutch for his valor during the Arnhem (Marketgarden) Bridge assault and engaged in over twenty commando raids as a lieutenant colonel. He was also appointed assistant to the deputy commander of the Imperial General Staff. For years Occidental listed Adam in its catalogs as on leave. He returned to teaching after the war but as head, until 1949, of

New York University's department of political science.

A few of the faculty members who stayed behind tried to keep scholarly productivity going despite heavy teaching loads. In 1944 Glenn Dumke's *Boom of the 'Eighties* and Robert E. Fitch's *A Certain Blind Man* were published. That year Cleland also brought out his *From Wilderness to Empire*, a new history of California produced by the New York publisher Alfred A. Knopf. A great deal of public service activity grew out of the war effort. Speech authority Charles F. Lindsley and political scientist Raymond G. McKelvey regularly appeared on radio programs. Into the 1950s McKelvey hosted a weekly program entitled "The American Way."

In 1944, through a gift from motion picture producer Walter Wanger, a series of renowned speakers appeared on campus. That year another of Occidental's economics conferences also brought government and business leaders together to discuss the postwar American economy. At the same time, an Occidental committee on postwar planning was launched under the leadership of student Tom Furst. The visit to the campus of Sir Norman Angell, author of the popular *America's Dilemma* (1940), and an advocate of British-American postwar cooperation, provided guidance to students as they sought to anticipate the future that would emerge from the war. Institutes concerning inter-American affairs were also held on campus during both 1943 and 1944 with distinguished visitors present. Latin America had received relatively little public notice during the European and Pacific war but it now drew considerable press attention. Occidental had included courses on Latin America in its curriculum since 1922. Partly because of World War II, the faculty was to strengthen this emphasis, with the inauguration in 1944 of a Latin American Affairs major.

1941–1945

In July, 1943, the college, which possessed excellent dormitories, dining room, classrooms and a fine physical education plant, qualified for the establishment of a navy V-12 unit on campus. That month a contingent of navy blue, four hundred strong, with some two hundred marines among them, came to the campus. In general, the navy program had higher academic standards than did the army R.O.T.C. units operated on other campuses. Furthermore, navy trainees were allowed to remain at institutions like Occidental until their final training as officers. Financially, Occidental would henceforth sustain no further drop in enrollment, or consider the alternative of becoming a women's college.

Both sailors and marines became a familiar sight on campus, from 5:30 A.M. onward each day, carrying out calisthenics and drill programs. A few marines had come from the College of the Pacific. (Under the venerable Coach Alonzo Stagg they held the University of Southern California football team to a 7 to 6 score.) Some navy trainees had seen war service. The college benefited from the increased emphasis upon the sciences, but its arrangements with the navy were not always harmonious. Although the navy staff did their best to ease official regulations, at times the authority of the "rule book" interfered with the civilian atmosphere of the campus. The appearance of a separate handbook for V-12 trainees, with its navy termi-

nology of "galley," "chow," and "quarters," reminded uniformed trainees that they were under navy discipline.

There were also watches, guard duty, flag raisings, and parades on campus. Navy authorities wanted trainees to have a full college experience but within a limited budget, with a small instructional staff, and in cramped quarters. Navy personnel were not allowed to do "voluntary" work; thus, in Thorne Hall, with male students away, the stage managers and ushers were all women. In some instances special classes and tutoring had to be provided to bring trainees up to college level work, especially in physics and mathematics.

Conflict eventually arose over whether breaches of collegiate regulations were punishable by the college or by the navy command. Compensation of the faculty also proved vexing because of differences over teaching hours and rates of pay. The navy worked hard to adjust its procedures to campus traditions. Its program called for three sixteen-week terms, instead of Occidental's two-semester system. Classes were held six days a week and at night. Laboratories, classrooms, and study halls were filled until "chow time."

The concept of the "Occidental Family" was strained. One would hardly think of a family with one part eating separately, marching to "chow," and wearing blue and khaki uniforms. At first trainees marched to and from classes, but this practice was later abandoned. The honor system was temporarily discontinued in classes that included military personnel because of the navy requirement for proctoring of examinations.

The men who went to war left behind not only campus girl friends but a decimated student government, which survived only because of Occidental's administration, and cooperation by the navy command and its trainees. Most trainees paid their A.S.O.C. memberships, although this was a voluntary gesture, since the navy could not insist on the payment of student fees. Its trainees joined in student government as time permitted. Each of the military services chose a representative for the A.S.O.C. council with the stipulation that their views did not mirror "official Navy or Marine Corps opinion." During the war, members of the V-12 unit were influential in electing the first woman president of the associated students, Eileen Baughman '45, who ran against a male opponent.

In March of 1943 a college publication ran an article entitled "The Colleges Carry On." It reported that Occidental's women students had been told that "until peace comes the tradition of the liberal arts will rest largely in their hands." The "Volunteer Occidental Women Students" (V.O.W.S.) assumed jobs vacated by employees called into military services, defense work, or service with the Red Cross. Women students faithfully sent copies of *The Occidental* as well as thousands of letters to service men. Bond drives and stamp sales formed a part of the V.O.W.S.'s functions. Occidental women were also "drafted" for duty with the U.S.O. and for morale-building entertainment and dances at military camps and at nearby Caltech.

The college newspaper continued publication throughout the war despite

restrictions on ink and paper. Its margins were narrowed and pages decreased. The paper now featured letters from the front and debates concerning the war. Even before the war—and certainly during it—*The Occidental* was affected by the national emergency. At one point its editor, John Badgley '43, received a summons from President Bird to explain his editorial policies. Badgley had insisted that pacifist viewpoints receive an airing. He was also opposed to the evacuation of Japanese residents from the west coast. Bird later admitted that he too considered their forced removal to evacuation camps an appalling act. Yet, he wanted the college to appear united in the war effort. At the same time, Bird told Badgley that he had no intention of censoring his editorials. As if to make up for this interference into student matters, Bird personally telephoned Mrs. Eleanor Roosevelt, soliciting an invitation for Badgley to help out with the president's sailboat at Campobello Island the next summer. One student, thus, received a remarkable opportunity to view national events from the inside because of a quasi-reprimand.

1941–1945

As to the other student publications, a revived *Sabretooth* appeared irregularly, yet its editions in 1942 and 1943 contained some of the best student writing in Occidental's history. *La Encina* in the war years also had a more modest format, displaying hasty preparation and the lack of quality paper.

In the four war years the scope of some student activities was limited. Although the conflict raged on, the class of 1943 sought some semblance of normality. Prices remained under control and one could motor to the Rite Spot, with carefully-hoarded gasoline. There a full-course steak dinner for two, with unlimited sourdough bread, cost only $1.85. There was also Barney's Steak House at York and Eagle Rock boulevards and Bob's Drive-In as well as Chapman's Ice Cream Parlor. But no one could beat on-campus food prices. The Cooler featured sandwiches for ten and fifteen cents while sundaes and ice cream sodas cost twenty-five cents.

Some events were curtailed, never again to reappear—among them torchlight processions in Orr Gardens and the Shakespearean plays presented there, as well as "Program Dances" during which women invited their favorite partners. Hampered by gas rationing, students remained on campus during most weekends. For three seasons after the inception of the V-12 program, Occidental's major social event was a military ball. The "Winter Hop" featured one of the nations fighting the war as its theme. These events—along with the traditional "mixers," glee club concerts, and the artist series—were enjoyed as never before.

During the war, maintenance of fraternity houses was virtually impossible as Occidental's navy unit restricted men in uniform to campus dormitoriés. Some student houses were taken over by the college for residences, but the sororities continued to pledge initiates. The Kappa Sigma fraternity house became a residence for women, while in 1943–1945 both Alpha Tau Omega and Phi Gamma Delta housed civilian men displaced from dormitories by the navy and marines. Rental of fraternity houses eased the problem of what to do without enough active members available to bear the house's

costs. Most of the fraternities marked time until the end of the war. When the navy trainees arrived, the need for campus dormitories forced the college to house even more women off-campus. Several sororities, therefore, remained filled to capacity. The V-12 trainees took over Erdman Hall while women were moved to Swan Hall, once the most sacred of male precincts.

In 1943, because wartime travel restrictions limited sports, an ingenious intramural program was substituted for football conference play. Teams representing battleships of the fleet (Texas, Missouri, New Mexico, etc.) featured former college stars.

Even the war could not prevent students from engaging in antics common to all campuses. In 1944, Caltech students raided the campus and stole the tigerskin forever. In revenge, Occidental stalwarts invaded the Caltech campus at night. As the end of the war came into sight, inter-campus raids, banned during the war, could no longer be postponed.

During the war the college, however, faced a severe adversity. In May, 1944, several civilian students and trainees became grievously ill from an unknown source. Physicians diagnosed their malady as poliomyelitis and near panic ensued. Many campus events, especially those that were fatiguing, were cancelled. Three navy trainees and three civilian students were transferred to local hospitals. Two of the civilians ultimately died of poliomyelitis.

During May, 1944, a majority of the polio cases in Los Angeles County came from the college. It was, nevertheless, decided to keep classes going and to use every means possible to confine students to the campus. Navy medical men arrived from Washington as did members of the United States Public Health service, and the campus saw more "braid" and "brass" than at any other time in its history. Reassuring letters went to worried parents. Most parents showed great understanding, and only a few questioned the decision to keep the college open. Medical officials predicted that a further spread of the disease would occur if the institution were not kept in session.

Every effort to determine the cause of the outbreak was made by county, state, or federal medical authorities, and by the college physician and staff, though at that time the cause of poliomyelitis was unknown. Water sources and breeding places for flies were thought to have some connection with the outbreak of the disease, and all sprinklers were, therefore, turned off. Plumbing was thoroughly checked on campus and in sorority and fraternity houses; the Taylor Pool was closed for a time; garbage disposal was treated; special devices were introduced to trap flies; a suspicious fertilizer pile was removed.

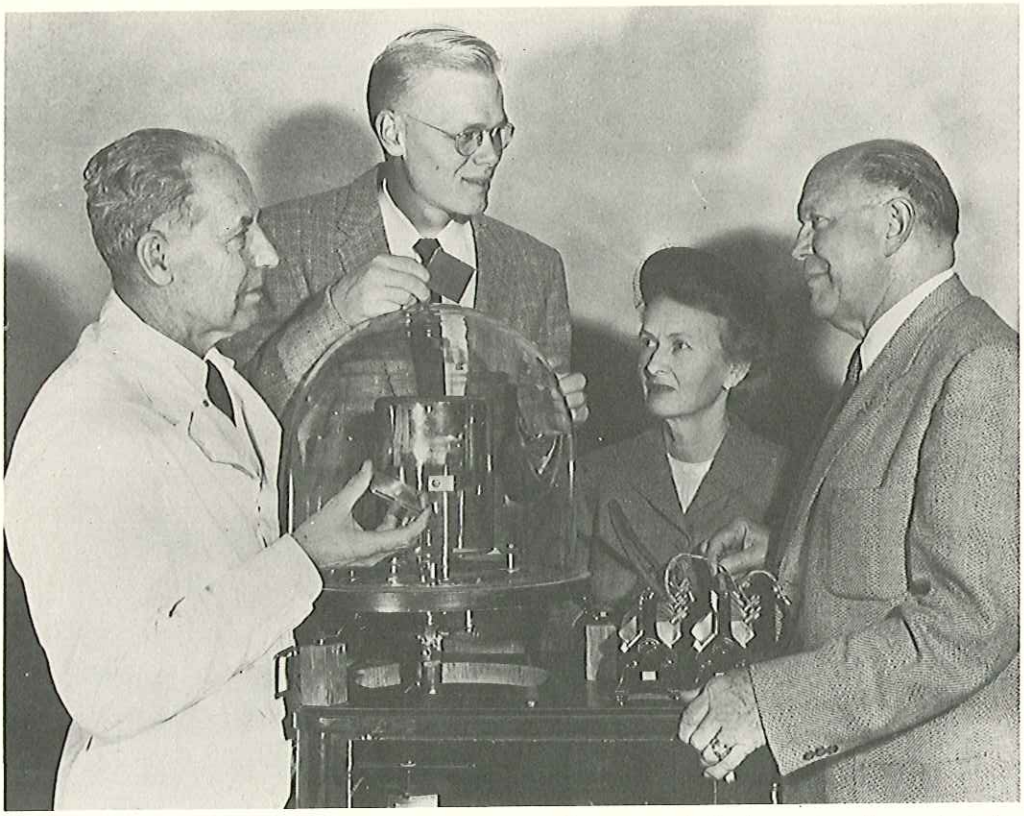
After the worst of the epidemic had seemingly passed in 1944 with a dozen victims barely holding their own, a second outbreak occurred in August. This was a different type of polio, fortunately with less serious consequences. The navy and college administration repeated the precautions adopted in May in a period of great tension until the end of the epidemic's second phase in September. In this second attack, more than a dozen students and trainees were stricken. These were sent to isolation wards in local

hospitals. Few students withdrew from the college. The attitude of the civilian student was: if the navy can stay on, so can we. The faculty too rose to the challenge of unbroken campus attendance. Not a single faculty or staff member contracted polio. Gradually the epidemic subsided.

The curriculum was also altered by the war. Courses in the humanities, including art, English, music, and education depended almost entirely upon women students for enrollment and upon occasional trainees released from basic course restrictions. Faculty members teaching these subjects were, therefore, asked to make out a list of courses which "they could teach in an emergency." To their dismay, professors of education, speech, language, art, music, and other subjects soon found themselves before classes in mathematics, physics, and chemistry. New courses temporarily appeared, including naval history, naval strategy, historical background of the war, electrical engineering, psychological warfare, and other technical subjects. But the navy curriculum also utilized regular academic courses, among them mathematical analysis, physics, chemistry, and calculus.

1941–1945

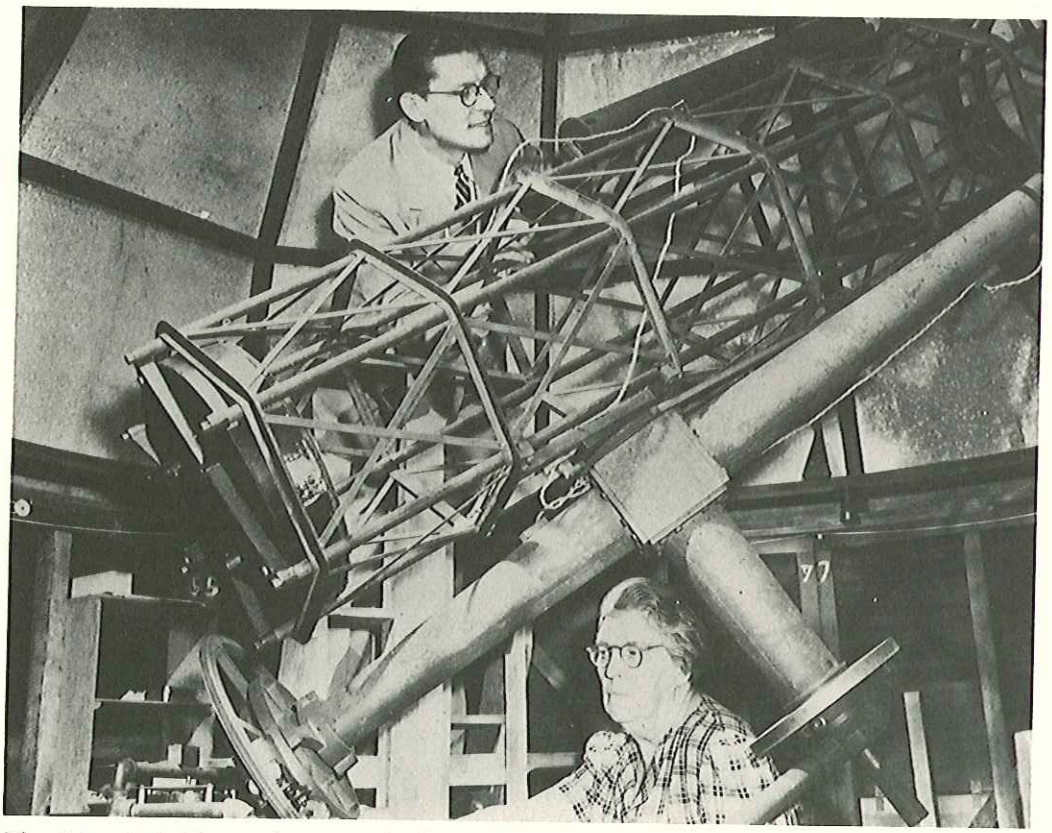
Not enough professors were available to man the science classrooms, and a stream of "borrowed faculty" made up the personnel of the chemistry, physics, and mathematics departments. The navy required maximum use of



On Parents' Day in 1954 Millard Mier '57, then a sophomore and physics major, demonstrated an apparatus developed by Professor Harry Kirkpatrick (left) to his mother Katherine Davidson Mier '25 and father, Millard Mier '16.

facilities. Classes were crowded and laboratory space at a premium. As Professor Bollman's attention turned increasingly toward administration, the physics department experienced a change of emphasis from research toward teaching. Four hundred V-12 students crowded Fowler Hall's outmoded laboratories to receive daily instruction. In the basement a machine shop turned out classified rocket components for Caltech under contract to the War Department. With Professor Kirkpatrick at the Radiation Laboratory of the Massachusetts Institute of Technology, the research emphasis he had cultivated at Occidental was not sustained. At M.I.T., Kirkpatrick provided technical leadership for the design of then secret radar systems; he returned to Occidental only after the war.

A part of the physics offerings involved astronomy and that department's acquisition of a telescope. Colleges do not like to turn down gifts. But the wartime restrictions made it difficult to utilize some of the donations properly. The story of the Edward Hayes Morse Memorial Observatory provides an example of a well-intentioned benefaction gone astray. Morse was an amateur asronomer who built his own equipment in nearby Altadena. When he died, his widow decided to donate her husband's observatory to a deserving college. She wrote President Bird in 1944 that she wished "some



The sixteen-inch Morse telescope, gift of Mrs. Edward Morse. Professor Gerald Mulders of the Physics Department supervised its installation in 1943.

day a future Copernicus or Hershel will come to you and say that he first became interested in astronomy in a little observatory on the grounds of splendid Occidental College." Bird dutifully had the structure, with its twelve-foot dome, moved up College Hill. Luckily, Professor Gerald Mulders, a Dutch physicist trained in astronomy, was then on the faculty. Until he left to work for the navy department, the tiny observatory stimulated widespread interest. Eventually, despite its listing in college catalogs from 1946–1966, this facility became a burden. Because of vandalism its two telescopes, as well as reflectors and mirrors, could not be safely stored on College Hill. The unprotected observatory became a nesting place for owls and pigeons. Today the remains of the telescope lie unused in Fowler Hall, and the building itself was long ago dismantled.

1941–1945

In the spring of 1945, the college's return to normal status began. With only 131 navy trainees remaining that fall, the college increased its civilian enrollment, raising the limit to 1000. In November, 1945, discharged veterans, some of whom were former students, began to appear. Plans would have to be made to accommodate a large influx of these "G.Is." Yet expansion—with the future enrollment still uncertain—would involve risks. Soon, discharged service men and women began en masse to take advantage of the federal government's generous education act. These veterans soon swamped institutions throughout the country and Occidental's enrollment soared above 1200.

The navy's V-12 program came to a close with a decommissioning ceremony in December, 1945. Trainees left at the end of the fall term, and only a cadre of regular officers and enlisted men remained to phase out the unit and to remove its files and equipment. That year's June graduating class consisted of only three men. All the rest were women. Among the reminders of the V-12 days on the Occidental campus are the commendatory bronze plaque near the upper student lounge in the Freeman Union, and the flag given to the unit by the navy department in 1943 which its officers deposited in the library archives. Long forgotten, alas, was the launching in June, 1945 of a merchant vessel, the *U.S. Occidental Victory*. But Occidental will never be forgotten by the hundreds of sailors and marines who attended the college during the war years, some of whom married her daughters.

In August, 1945, when the war ended, a total of forty-two Occidental men and women had lost their lives. These war losses were memorialized by a bronze plaque mounted alongside the smaller roster of World War I. Later, a Gold Star pamphlet served as a memento for the relatives of Occidentalites who had died in the war.

That conflict, in another sense, deprived Occidental of the magnificent leader of the college itself. President Bird, weakened in stamina, his spirit depressed, notified the trustees that he could no longer continue in office. In a letter to a close friend years later, Bird reviewed his war years: "What a period to be in such a place," he wrote, "with the responsibility on me to tell some of the young ladies of the college of the death on the field of battle of their loved ones." Bird's retirement in 1945 coincided with the end of his

twenty-fifth year. Having taken Occidental through a depression and a major war, he said: "Now comes the next great step forward for the college, and the leader should be someone who is fresh and well in every respect and ready for his task." No amount of persuasion could dissuade the president from his decision, although he was still a relatively young man. He had clearly grown weary of so many years of raising money.

Bird had come to Occidental when the college was small and struggling. He was fortunate to have enlisted the support of some thirty families who, for the most part, kept the college afloat financially. Bird had increased the physical plant to sixteen buildings, the endowment from $400,000 to $1,200,000, and its assets from $900,000 to $3,800,000. The college library had grown from 13,750 volumes in 1921 to 75,000 in 1945. Enrollment reached beyond the thousand mark, and the faculty had doubled during Bird's presidency. These indices of growth, though important, were overshadowed by his energetic flair for everything he did.

Lacking children of his own, Occidental's students became President Bird's progeny. He left behind a collection of clever sketches of them and of trustees as well as faculty, which he usually drew in the morning hours before leaving the white colonial house that was his home. Sometimes he would also sketch students in the quad on their way to breakfast. His talents spilled over into other fields as well. In 1938 he wrote the lyrics of "Give Us A Song," by music professors Howard Swan and Cora Burt Lauridsen, published in the book *Songs of the American Colleges.* He also produced a book of his own poems.

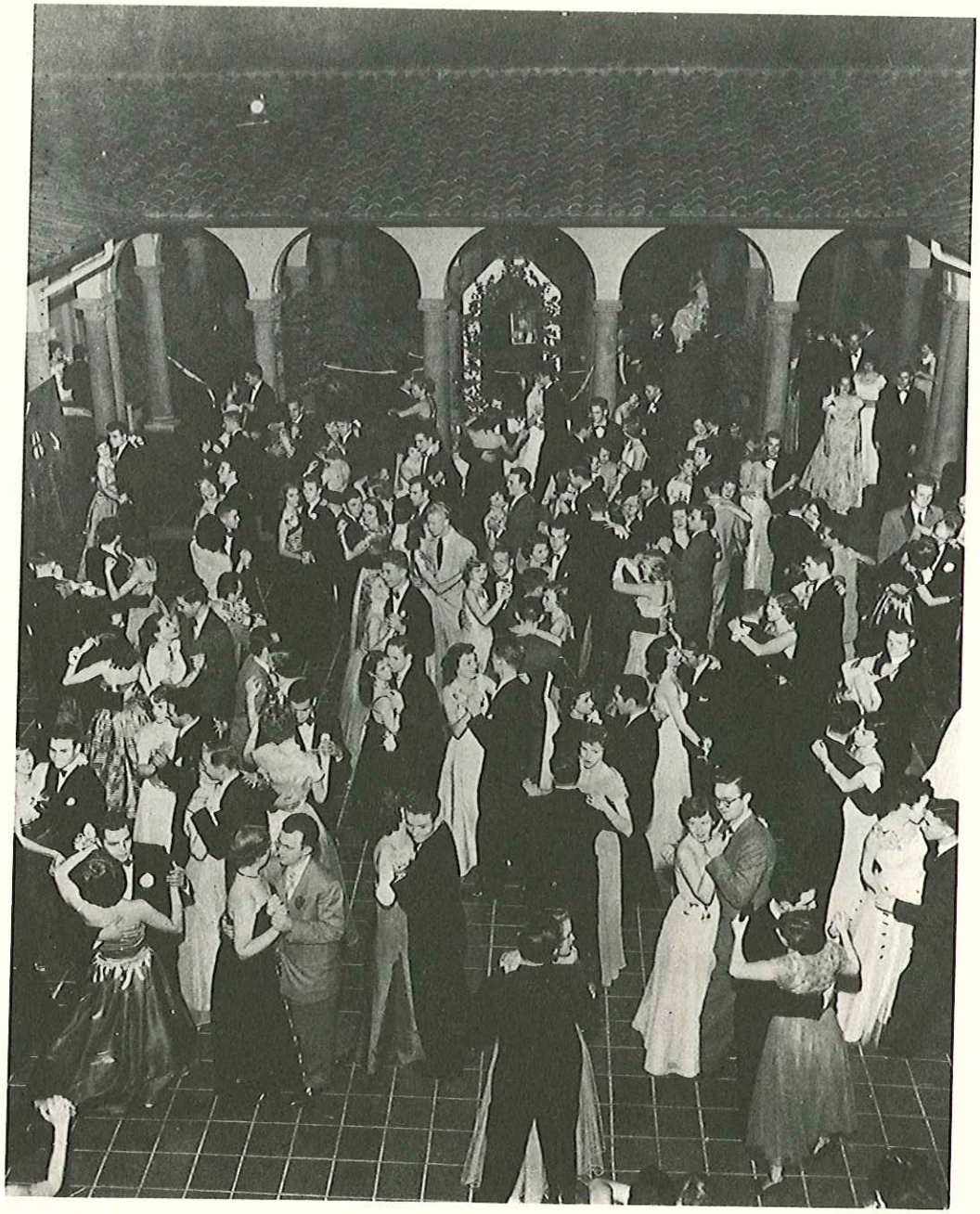
Bird gave himself to Occidental from young manhood onward. To students he stressed the value of beauty and of public service and gave the college a cosmopolitan instead of a narrow, parochial point of view with which to enter the expanding postwar world "wider and unwalled," in his words. Even while World War II was raging, Bird reaffirmed his determination that the college should remain a place of beauty. Writing in 1944 to Farrand, Hunt, and William Schuchardt, architect and city planner, he mentioned encroaching freeways, enlargement of the campus into new quads above its main axis, and, in his typical high-flown prose, described his vision of the future:

> Guests of this college are constantly commenting on the charm of this campus and at the same time speaking of ways and means of adding to its inspiration and beauty. It is recommended that we have a wall around the campus, that all gates except the main entrance shall be closed at night, that near the main entrance there shall be a lodge, that here shall be many gardens, places for classes to meet, outside pleasant areas with a fountain and a bench and the kind of charm that is memorable and inspiring. Take a look at some of the books of the English and Italian gardens and lift up your hearts.

The departure of this extraordinary artist was an emotional event for his admirers.

Launching the S.S. Occidental Victory *at Wilmington, California, April 23, 1945. Left to right Mrs. Peggy Henry Stichweh '36 shown with her father William Henry '14, Mrs. William Henry, and Terry Lee of Calship, the vessel's builders.*

1941–1945



Students' formal Christmas dance in the patio of the Freeman Union, December, 1950. No rain in sight.

Chapter V

POSTWAR CHALLENGES

1945–1952

After World War II high peacetime expectations swept over California and the nation. As climate-minded G.I.s poured back into the state they had discovered during military service, California boomed. New apartments, gasoline stations, drug stores and housing tracts began to sprawl over the countryside and the need for more schools and colleges became apparent. The state's established institutions, too, would have to adapt to a changed social environment. The expansion of all levels of education was, indeed, an absolute necessity.

If physical expansion had been its only major goal, Occidental could have then quite easily become a "baby university" almost overnight. The times encouraged inflated planning, but Occidental's leaders sought not to change the college, but, by revitalization, to fulfill more adequately its purposes as a liberal arts institution.

A new administration guided Occidental after 1945. With the resignation of President Bird, the board had in July, 1945 appointed Dean Coons as acting president while they searched for a successor. The canvassing of presidential candidates extended into the fall of 1945. The decision of a committee to find a president was complicated by an urgent request from the White House that Coons serve as assistant to alumnus Edwin W. Pauley in Japan, where Pauley was President Harry S. Truman's ambassadorial representative on reparations. Pauley and his staff on the United States Reparations Mission to Japan were to report concerning possible indemnities from Japan and to suggest an American economic policy for that war-torn country, a study which would take months to complete. Released by the trustees for this service, Coons left behind an executive committee to run the college. Former Dean Cleland agreed to act as its chairman and the group functioned until Coons's return.

After examining many candidates, the presidential selection committee of the board decided that Coons, although still abroad, should be invited to become Occidental's new chief executive. In November, 1945, the board announced his appointment – the first alumnus to be so chosen. Known as an economist, and the author of *The Foreign Public Debt of China* (1930), he was attuned to the college's traditions and poised to assume its leadership. For students, these postwar years were a mix of old and new. In clothing

In 1944 Isabelle Keagle, Clancy Morrison, and Herman Linsel operated the college's dining hall.

and appearances, the women often sported pompadours and resembled Ginger Rogers, the movie actress. They also wore "bobby sox," saddle leather oxfords, sweaters, and skirts. The movie "sweater girls," after whom some tended to model themselves, were Linda Darnell or Betty Hutton. For Sunday dinners at the Freeman Union the dress included silk or nylon stockings and heels for the women and ties as well as jackets for the men. The 1950s brought more relaxed clothing, a new dining hall, and more realistic food allowances by "Clancy" Morrison. Now came Italian knits for the women, Joyce shoes, and cashmere sweaters.

Financially, the college remained apprehensive as to its future. Withdrawal of the V-12 navy unit resulted in a considerable loss of revenue. The National Education Act, generally known as the G.I. Bill, had been passed by the United States Congress but no one knew what the implications of this inchoate program would be. Occidental needed new buildings for classrooms and dormitories, and improvement of the existing structures that had been designed for a smaller and different student body. Little did the college realize that a student avalanche lay ahead.

When Coons, an economist, took office, the total operating budget was $833,637 and a temporary deficit existed. True, the debt was modest, even small, but it was a debt, and one which might have grown larger. Since 1924 the college had carried an annual "line-of-credit" deficit on its books of from $30,000 to $90,000. After 1939, this was not an actual "budget deficit" but

one which called for liquidation each year by June 30. The college had been unable to erase this deficit without dipping into reserve funds. It had become college policy to avoid going to banks for loans, however small.

President Coons now had to scrap some of his predecessor's ambitious plans. The war had severely interfered with fund raising. In the closing days of Bird's administration Herbert G. Wylie had offered to give one dollar for every nine garnered, but the college would have to raise a total of $1 million. Exhausted, Bird was not up to the challenge, and the offer was not renewed. Coons faced difficulties in the first years of his presidency. Operating expenses repeatedly outweighed income. New donors were difficult to cultivate. At one point Coons seriously considered resigning. Because Occidental's plant was growing older, upkeep of all sorts grew more expensive. For example, the exterior stone building cornices on Johnson, Swan, and Fowler halls had deteriorated due to the absorption of water by the excess gypsum in these decorations. The college had to raise $65,000 to rebuild the campus water supply system. The polio epidemic had required new pipes. Those installed when the campus was first landscaped had rusted away. Fortunately, the comptroller managed to purchase new pipes under the wartime price controls still in existence. This was only the first of many capital outlays that would place major strains on each annual budget.

1945–1952

The influx of married students and their families brought a new social ambiance to the campus. Two areas were taken over for veterans' housing: one near the entrance on Rangeview Avenue, to the south and east, and another adjacent to Patterson Field. In 1946 three fourteen-family wooden and steel apartment dwellings were erected by the FPHA (Federal Public Housing Authority); another fifteen apartments were put up by the same agency the next year, accommodating sixty-two married veterans. In 1947, auxiliary FWA (Federal Works Agency) classroom structures were also built. These new structures arose behind Fowler Hall, and to the rear of Thorne. These were stopgap measures to relieve the pressure on classrooms and office space. Some "temporary" buildings were still standing years later, but were demolished eventually.

During 1946 and 1947 it had been possible to locate the government housing units without too much trouble—two at the north end of Patterson Field, one to the west of the field's bleachers, These also accommodated single veterans. Then the college seemed to "run out of flat land" just as it wanted to locate additional housing in the same area.

An old friend of the college responded to the problem; Alphonzo E. Bell, though seriously ill, committed himself to building a new cross-campus road from the Emmons Health Center to Rangeview Avenue behind Wylie Hall. He also proposed that the college flatten not three to five acres of its land but some twenty to thirty acres, some of which he had earlier bought for the institution. President Coons recalled "that the total amount of the dirt we had to move shaved thirty to forty feet off the top of the hill where Stewart-Cleland Hall now is and put it in the canyon where the baseball field is. . . ." Surplus but modern earth-moving equipment, developed dur-

One of three veterans' apartment houses in 1947. They were located between Patterson Field and Campus Road near the site of today's tennis courts.

ing World War II, now became available. As the bids for the job ran from $66,000 to $115,000, Coons also proudly remembered: "On a cost-plus-fixed-fee basis, Paul Spencer, an alumnus, did the job for a total of $57,500 for regrading; then extra costs for oiling the roads and some special work he gave to us. Alphonzo Bell bore $25,000. The balance between $25,000 and $57,500 I raised—just went out and got it."

Whereas the college had once labored to recruit its most qualified students, suddenly they came in droves. In 1947 alone 1,885 applications for freshman entry were processed. Of these, only 388 persons were admitted, still a number considerably larger than Occidental's usual entering class. The official increase of the student body to 1,200 in 1947 began an annual expansion which, within a few years, carried Occidental to an undergraduate population of over 1,400.

Various wartime studies indicated that carefully selected, dedicated students might be encouraged to attack with even greater zeal a speeded-up program of course work that neither lowered standards nor diluted subject matter. The faculty had voted in 1945 to return from the navy's wartime trimester arrangement to a two-semester calendar and had restored a pre-war course structure. It became apparent, however, that a more innovative curriculum, responsive to the new-found needs of "G.I. students," would have to be formulated.

In the fall of 1941 Professors Robert Elliot Fitch (front seat) and Morgan Odell (back seat) rode in state in Willie Davis' limousine to the Santa Barbara football game. Oxy won 25-0 over a highly favored opponent.

1945–1952

In the department of political science and economics, Professors Raymond McKelvey and Laurence de Rycke established courses in applied politics and economics. The training of city managers and other civic leaders became a burning interest for McKelvey, who repeatedly brought prominent officials to the campus. His generosity toward all students was legion. At all levels of government his seminar on practical politics produced outstanding alumni leaders.

Although they may deny it, students of every generation habitually look for eccentricities in their professors. An alumnus remembers Reed Brantley's demonstration of "unbreakable plastics" during a chemistry class. The professor, wishing to illustrate their durability, vigorously threw his glasses across the room—smashing them to bits. The same student recalled Professor de Rycke lecturing in the history of civilization course. He spoke for an hour, blithely unaware of a sign stretched by students below the podium. It read: "Be ye still and know that I am God."

In 1947 the faculty had initiated a version of the earlier integrated social science and humanities course proposed by postwar Dean Robert Elliot Fitch. In the following year the course evolved into Occidental's history of civilization sequence, a lower division general education requirement covering both the freshman and sophomore years and totaling twenty-four

units during four semesters. In these classes, history came to be viewed as more than a dreary procession of military battles won and lost or of empires succeeding empires as its faculty explored neglected facets of the culture of each era. Required of all students, the course became an intellectual cornerstone of the first two years. One of the earliest such courses among western colleges, the experiment started slowly but gradually gained faculty participation.

Alumni remember the "civ." course as the intellectual heart of the Occidental experience from 1949 to 1969. The college catalog described this offering as using "history as the unifying principle to consider each historical stage in terms of man's social, religious, economic, and political developments, and his artistic, musical and literary achievements." In Alumni Hall, and later in Thorne, freshmen studied western civilization from the classical Greek era to the 1800s while sophomores surveyed the period from 1800 to the present.

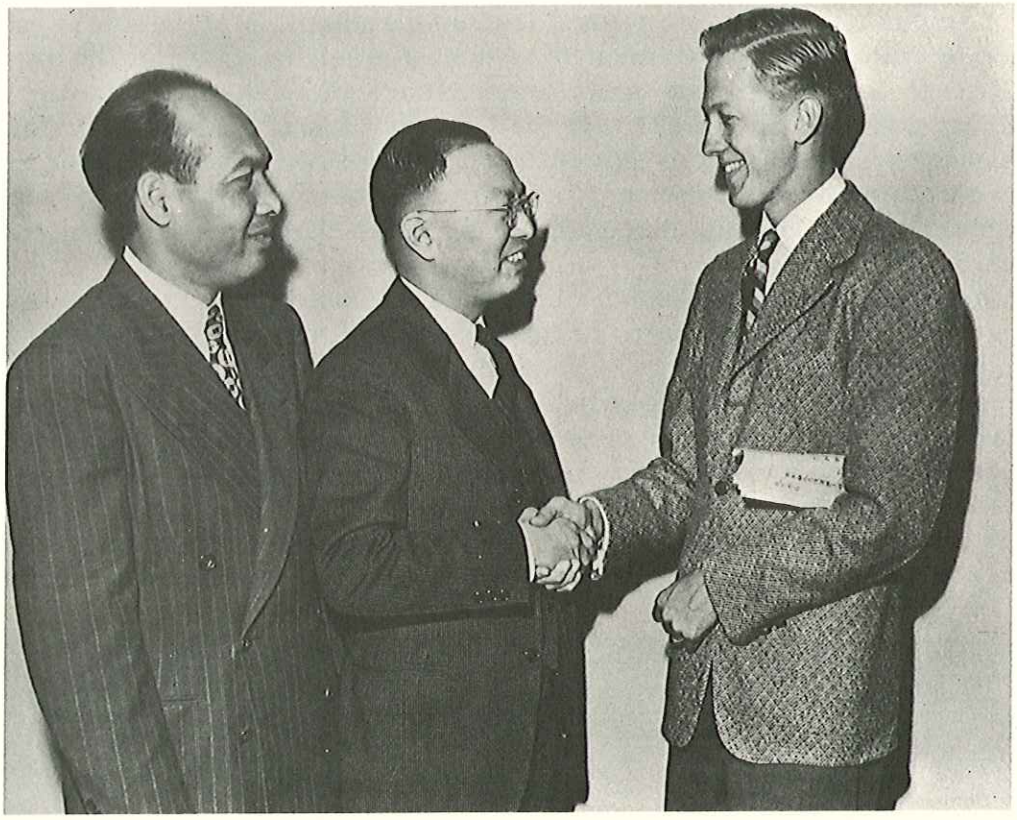
Along with this far-reaching approach, a new general education requirement replaced earlier standard science classes. "Science 30" courses in physics, chemistry, biology, astronomy, and geology also emerged. By careful attention to prepared experiments, lower division students not majoring in science were introduced to its disciplines. The college foreign language requirement was also altered, emphasizing either conversational or reading competence.

In a mood of postwar reform and experimentation the faculty voted to reduce the old seven-division curricular organization to four specialties of study. This move was designed to emphasize anew the in-depth role of academic majors. It also established more firmly the concept of geographical area studies—in Latin American affairs, southwestern United States and Mexico, and in comparative (foreign) literature. These innovations reflected a national trend toward interdisciplinary academic work. Another reform, revision of both elementary and secondary teaching credential requirements, was intended to develop greater competence on the part of prospective teachers. Occidental's curriculum of 1947 was designed to improve the training of students not only in traditional disciplines but also in ways which the college's descriptive literature once called "practical."

Various departmental shifts occurred in the postwar years. One was the expansion of the college's offerings in political science, and its separation from the department of history. Another was the inclusion of the term "comparative literature" in the offerings of the department of English. The college now also began an audio-visual facility, partly with surplus war equipment.

After the war, resignations and retirements caused the loss of professors whose work had contributed much to Occidental. In June, 1946, because of health, Benjamin F. Stelter resigned as professor of English. Students missed his flair for exposing them to the great literary figures of the past. Retirements in 1948 included that of Frank J. Smiley, who had come to Occidental in 1917 as the college's first Harvard Ph.D. For years he shuttled between two offices in Fowler Hall. One of these, located on the first floor, he occu-

Urban Whittaker '46 being congratulated upon his selection for a scholarship at a Chinese university by Yi-seng Kiang, Chinese Consul General (Taiwan). Poo-kan Mok, professor of Chinese history and literature stands at left.



pied as chairman of botanical studies. Although trained as a botanist, Smiley used his third floor office as chairman of the geology department. Professors Walter E. Hartley and George Day also retired after 1949. Hartley had seen the music courses emerge into one of the best college offerings in southern California. He had held the post of James G. Warren Professor of Music, a chair assumed in 1949 by Howard Swan. Professor Day, a sociologist, had been a familiar and controversial figure on campus for better than a quarter of a century.

Throughout the 'forties the scholarly production of the faculty was still scant. During 1949, however, Professors Hardy and Dumke brought out *A History of the Pacific Area in Modern Times.* From the Huntington Library Cleland headed a research program dealing with the history and culture of the American southwest. He also continued to teach his California course and made it possible for both institutions to receive grants from the Rockefeller Foundation. Occidental's part of this joint program provided for a series of conferences concerning aspects of southwestern life and culture, as well as that of Mexico. Funds for research also went to Professor Austin Fife of the language department who specialized in Mormon folklore; Hardy worked on Mexican railroad development, Dumke on south-

western cities, and Cleland on his books about the western fur trade and mining. In 1952 the Huntington published Howard Swan's *Music in the Southwest* and in 1956 Andrew Rolle's *An American in California.*

Campus conferences in 1951 and 1952 on the ethnology of the southwest and its cultural history stimulated a second Rockefeller grant for the purchase of Latin American and western American books to supplement library collections presented over the years by Cleland as well as by Max Hayward, Charles Voorhis, Edwin Pauley, Willis Booth, and the Arthur H. Clark Company. All these activities were strikingly regional, as if the college and its constituents, after a great war, wished to explore its own origins and roots.

Increased faculty scholarship encouraged the board in 1947 to announce leaves of absence for research to two members of the faculty annually—a full year to each professor chosen and a half year to one associate professor. Such leaves, which today seem meager indeed, were granted by recommendation of the president, dean of the faculty, and the college's Advisory Council. The following year came an increase to four professorial half-year leaves on the basis of seniority. The plan was not really satisfactory. But, supplemented by the Haynes Foundation summer grants for younger faculty, it did provide some institutional assistance for research. Occidental

Left to right: President Coons, Elizabeth McCloy, college librarian, and Willis H. Booth, New York financier and library benefactor. At far right stands economics professor Laurence de Rycke. June 1951.

had finally begun to pay more heed to faculty creative needs.

Attention should here be given to the Advisory Council. Created by President Baer in 1915, it remains the most powerful committee of the faculty and administration. In fact the council is the central faculty personnel committee of the college. It grew from a group consisting only of faculty into one which today numbers eight elected full-time professors plus two members appointed by the president, and the dean of the faculty. In the entire period from 1915 to the present its recommendations have been reversed by the college's president only three or four times.

A major concern of both faculty and administration in the postwar years was to maintain the push toward higher salaries. In this period competition for faculty increased, not only with other colleges but with industry. Fewer doctoral candidates were being produced, and at the same time more professors, especially in the sciences, were shifting to industrial and government positions. When the Korean War broke out in 1950, the national defense program took away additional faculty members and students.

1945–1952

By 1952 an increase of fifty percent in the total number of faculty over 1946 hiked instructional costs markedly. Salaries, however, remained low throughout the early 1950s. There were inequities too. In the humanities a new instructor hired in 1950 for $2,000, moved up to $3,000 by 1951 and received $4,000 in 1952. But a full professor who retired in the same department the next year did so with a salary of only $4,800 after many years of service. Suspecting such disparities, the faculty, without access to salary data, audaciously began to poll itself internally in order to determine discrepancies in ranges of pay. These were still kept secret by the Coons administration. Meanwhile the president struggled with an expanding budget and postwar inflation.

President Bird's backers had faded from the scene; no longer could a president call upon Alphonzo Bell or Charles Thorne for campus projects. Coons and some new trustees, hence, devised a wider development program to attract hundreds of new prospective donors. The entire board, under the leadership of Frank Rush, was drawn into an effort to enlarge the college constituency. Another focus of "cultivation" (a new development term) involved seeking out inactive alumni, of whom there were many hundreds. Solicitation of this group had been sporadic. In 1921 the alumni had raised $2,500 to correct the water erosion endangering the central quadrangle. During 1926 funds were also raised for the erection of Alumni Gymnasium. From 1926 to 1936 the alumni body had increased from 1,500 to 4,500 persons. By 1925 three alumni members were allowed to sit on the board of trustees.

Although the college had employed alumni secretaries from 1924 onward, financial difficulties had made it impossible, from 1930–1935, even to continue compiling a master file of graduates. During the depression years, in fact, it was difficult to keep the *Occidental Alumnus* (established in 1920) in publication. Only in 1939 did Howard S. Gates and Theodore Brodhead become the first full-time alumni staff secretaries. Not until 1944

was an alumni board of governors organized. This regrouping of alumni strength came late in the history of the college, especially when contrasted with the experience of colleges in the eastern United States.

Occidental was also tardy in mounting a unified development program. At the California Institute of Technology in nearby Pasadena a "Caltech Associates" support group was founded as early as 1926 and became a powerful source for fund raising. The Pomona College trustees began to professionalize development activities long before Occidental did so.

In 1946–1947 fund-raising activities had netted only $175,000. In 1947–1948 gift income reached $235,000 but in 1949–1950 slipped to $116,000. Not until December, 1950, after a series of lean years, was a turning point reached with the announcement that the college had been named the residual legatee of the estate of Mary W. Stewart. This bequest was in excess of three quarters of a million dollars. In 1952 the college was also assured of a bequest of more than one million dollars, established as the O. T. Johnson Memorial Fund by Mrs. Anita Johnson Wand, his granddaughter.

Fortunately the level of giving began to increase each year thereafter. This encouraged the trustees to establish a permanent development staff and to launch a series of vigorous annual fund drives. In 1948 a brochure entitled *Occidental Looks Ahead* set out financial goals for the next five years. These were announced at a dinner for the friends of the college. Yet, massive fund raising was still in its infancy at Occidental.

In 1950 the college engaged Paul H. Davis, one of the nation's first professional fund raisers for colleges and universities. This proved to be an important move. Davis stimulated the board into electing members who were the principal officers of major corporations. Such a board would take greater responsibility for financial matters, including investments and budgets. These new board members would also reflect widened leadership interest, encouraging donations through support groups well beyond individual gifts.

New funds had to be channeled not only into faculty salaries but also into the library, so vital to any college. The addition of new stack levels in 1945–1946, and again in 1950–1951, added sorely-needed space for book holdings which had passed the 100,000 volume mark. Study and seminar rooms were also badly needed; the library required expansion and more staff; students wanted better lighting and also requested dormitory libraries and a browsing room. Through funds given by Willis H. Booth and the W. W. Cumberland Fund, as well as by the Gamble family and Ira Gershwin, book purchases were made in selected academic areas. Elmer Belt's Upton Sinclair Collection and the Robinson Jeffers collection, added to by Albert M. Bender and alumnus Lawrence Clark Powell, constituted real ornaments. Also assembled mostly after World War II were the John K. Northrop and Richard W. Millar Aviation collection, the Ward Ritchie Collection of Fine Printing, and the Harold B. Landreth Collection. In 1956, the college purchased the F. Ray Risdon Collection of over 5,000 volumes and rare pamphlets on Abraham Lincoln and the Civil War era.

Shortly thereafter it received the Earle V. Weller Collection, rich in the romantic period of English literature. Still later Ned Guyman '22 gave his collection of detective fiction and autographed first editions.

Related to library expansion was the growing interest of President Coons and the postwar faculty in a particular type of graduate work. The college had long had a master of arts program. Now expanded, it provided for three alternative plans of study: the seminar-unit arrangement, the more traditional thesis plan, and preparation of a creative project for those in fields where it was possible to compose, or to write creatively. By 1950 the college began to look at the possibility of a more ambitious graduate program that might take advantage of the facilities of the nearby Huntington Library and would combine the resources of nearby colleges. That year conferences occurred among professors, deans and presidents from the Claremont group of colleges, Whittier, Occidental, and Redlands in order to plan a combined doctoral program in the humanities and social sciences. In the spring of 1951 President Coons took a leading role in committing Paul G. Hoffman, then the Ford Foundation's chief executive, and Clarence H. Faust, head of the foundation's Fund for the Advancement of Education, to awarding an exploratory two-year grant for an Intercollegiate Program of Graduate Studies. This fluid cooperative program was intended to lead toward accelerating the production of doctorates in comparative literature, political science, history, economics, and philosophy.

1945–1952

This experimental approach seemed rich in possibilities and responsive to the need for more college teachers as national enrollment figures soared. The embryo program also allowed for expansion of staff and faculty as well as for a modest increase of library budgets. Instituted in 1952, the IPGS generated unique enthusiasm. There remained questions, of course, about the ultimate value of the degrees granted, as opposed to those conferred by institutions of greater fame. The logistics were also awkward. Participants found themselves driving the freeways between campuses, trying to square their schedules with the intricacies of differing college curricula. Yet the pooling of facilities by seven colleges combined advantages which size gives to a large university with those assets found in a small liberal arts institution. Permanent foundation funding was impossible but the faculty members involved hoped for a renewal grant.

Meanwhile, the outbreak of the Korean conflict, in June 1950, posed new doubts as to the future of all institutions. Once more the administration and faculty advised students to remain calm amid uncertainty, and to await the instructions of draft authorities. The Korean conflict did not shake the college quite so critically as had World War II but its effects were immediately discernible. The reactivation of civil defense measures involved drills, appointment of building wardens, and fire prevention measures. Students became directly concerned with the draft and future military service. Some of their doubts were resolved in April, 1951. That month the college was notified of its designation as a training institution for the United States Air Force. As during World War II, Occidental saw the establishment on cam-

pus of a student training unit with initial enrollment of two hundred and fifty student cadets. Doubts about the quality of its curriculum were softened by the air force's readiness to embrace liberal arts concepts. Always voluntary, the R.O.T.C. program had insufficient registration. This kept the military presence on campus on a low key. As a result, there were no demonstrations against the program. By 1970, however, the Department of Defense disbanded its unit at Occidental.

During the Korean War the college had moved to expand its academic program in yet another direction. In 1951–1952 Occidental entered into a cooperative arrangement with Columbia University and, later, with the California Institute of Techonology for the training of engineers. As a part of the augmented science curriculum, students accepted in this program were to spend three years at Occidental and then move on for two more years at either Columbia or Caltech. Those who chose Columbia were also to spend a summer session at "Camp Columbia," sponsored by its school of engineering. There they could complete studies in engineering and receive, upon graduation, a Bachelor of Arts degree from Occidental and a Bachelor of Engineering degree from either of the two institutions. The "3-2 Program," as it came to be called, has worked well in furnishing educationally rounded engineers for expanding industries.

Two other new programs, ancillary to the social sciences, were established in 1951–1952, by Occidental and Pomona colleges. One was the Conference on Economic Education, to stimulate attention to economics and related fields in the secondary schools. The other was a research venture in cooperation with the national Committee for Economic Development (CED), focusing upon problems posed by the rapid expansion of southern California. A combined Southern California Research Council (SCRC) produced studies on population, industrial growth, the local labor force, transportation, and other aspects of the area's economy. This practical program of research stimulated new student interest in the department of economics.

The speech and debate teams won so many awards between 1946 and 1952 that it would be difficult to list them all. Occidental's student orchestra had been reformed in 1947 and its band reorganized in 1948. The glee club under Professor Swan's direction appeared more widely now, its annual Home Concert always a sellout. In May 1950, the glee club's Bach Festival was but one of many campus musical events. The traditional Interfraternity Sing also remained popular. The Alma Trio, resident on the campus for three years, began their appearances in 1947, giving, besides concerts, music instruction to individual students.

In the postwar period Melvyn Douglas (for a time a trustee) and Charles Laughton, two Hollywood friends of former President Bird, gave generously of their acting talents. In 1951, Laughton joined with Charles Boyer, Sir Cedric Hardwicke, and Agnes Moorhead in presenting George Bernard Shaw's satire, "Don Juan in Hell." Thorne Hall was filled to overflowing at this initial appearance of the "First Drama Quartet," which later toured the nation. Laughton also did his first public reading of great literature at Occi-

dental, accompanied by his wife Elsa Lanchester.

The artist and the travel series, reestablished after the war, were attended by off-campus visitors as well as college audiences. Scrap books, filled to overflowing with notices and pictures of the most talented performers in America, record the quality of the artists who appeared under the auspices of these two series.

Another way in which the college sought to introduce its students to the outside world was through the Remsen Bird Lectureships, begun in 1948. Inspired by an earlier experience with the Walter Wanger lectures, Mr. and Mrs. Euclid W. McBride provided as an endowment 1,000 shares of Weyerhaeuser Timber Company stock. This would make it possible to secure at least one lecturer a year who would explore the theme of "The College and Society." President-emeritus Bird remembered the circumstances under which this gift was made: "When Elizabeth and Euclid McBride asked us what it was that interested us most in the college, we said: 'Keeping the doors and windows open, for the flow of ideas and to relate the college to the community and to test its ideas and performances in the market place.' The result was the lectureship, and that gift is a constant inspiration to us. We could not want a better memorial." The first lecturer was United States Supreme Court Justice William O. Douglas. He was followed by a distinguished array of speakers. These visitors have included Hugh Gaitskell, head of the British labor party, diplomat Sir Gladwyn Jebb, historian Allan Nevins, the poets Robert Frost and Mark Van Doren, and journalist James Reston, to name but a few.

1945–1952

The William R. Staats and Company Lectureship brought still other visitors of distinction to the college in the field of economics and finance, among them Peter Drucker. The Haynes Foundation provided similar lectureship funds.

Occidental's sponsorship of public events, from the annual Rockefeller-financed Southwest Conferences to its six Institutes of Economics and Finance, held from 1928–1950, formed a prominent part of campus activity. On December 7–10, 1961, Occidental joined with Columbia University's American Assembly to stage a conference at Palm Springs on the topic of "Federal Aid to Education." Attended by leaders in business, education, labor, public affairs, and the professions, the conference received national publicity and was such a success that the college was asked to sponsor additional conferences. These were held at Coronado, Yosemite, and San Diego in order to reach regional audiences.

Meanwhile, students sought still other opportunities for self expression. Members of the Student Church annually staged fund drives for CARE, for student exchanges, and for the World Student Service. In 1960 Lillian Kwok, a student from Hong Kong, collected over 600 pounds of clothing for refugees there. In 1946 the literary-humor magazine *Fang*, began publication. *The Occidental* remained international in tone in the postwar decades; it devoted increased attention to the honor system, and carried frequent appeals for reforms in student government. In 1947 a campus

referendum on the honor system resulted in an overwhelming decision to continue conducting examinations without proctors.

In the postwar years the founding of Alumni Tiger Clubs throughout the nation aided in recruiting better students. While the majority continued to come from southern California, the geographical pattern of the student body broadened markedly. With the veterans had come an increased awareness of the outside world. Students who in 1945 had studied the San Francisco Conference on the United Nations firsthand, wanted more of the same experience. Thus colleges and universities on the west coast established a "Model United Nations" which has met annually since that time. In 1948 students raised funds to send Dorothy Chavannes to Stockholm and to bring Sven Nilsson from Sweden to Occidental. This was followed by exchanges of students from Asia, the Near East, and other parts of Europe.

In 1950 the students established a women's residence council, which clarified rules for dormitories, and issued a book of regulations for women. Through the Residence Council, a Judicial Council, and the Associated Women Students, new responsibilities for women in campus government were accepted.

In the fall of 1947 students improvised the first all-college barbeque at the Las Flores Ranch in the Cajon Pass area. This featured a rodeo, a calf-roping contest, faculty stunts, and dancing. Held annually thereafter, the outing drew together all segments of the college, including children of the faculty, and was also held at the Chilcott family's Miraloma Ranch near Fontana.

In the postwar years student interest in intercollegiate sports remained undiminished. In 1948 a football game with Whittier College was marred by violence. This led to emergency meetings of the faculty athletic committee with student leaders, aimed at forestalling future similar incidents (these had once more included the destruction of the "Oxy Tiger" and the capturing of the college victory flag). Further skirmishes with Caltech students, prompted an effort to defuse such intercampus raids, and the athletic conference members agreed to sponsor an intercollegiate dance after football games, to bring the warring students together. Even this tactic, however, did not eliminate such vandalism as the pouring of chemicals on the statue of John Greenleaf Whittier or the burning of a large "W" on Occidental's Patterson Field.

During 1948 the football team went through its first undefeated season since 1929 as champions of the southern California collegiate conference, going to the Raisin Bowl in Fresno to play Colorado A. and M. College. It was a memorable occasion. The score at half time was 13 to 0 against the Tigers. Then the team surged back and, in the final minutes of the game, a 70-yard pass brought an Occidental victory by a score of 21 to 20.

Occidental also continued to field outstanding track teams. During 1946, the first season after the war, the track team brought home another championship – as a fitting memorial to Coach Pipal, who soon after retired. In 1946 Payton Jordan took over instruction in track and field. Two years later a fourth straight conference championship was marred by only one defeat

Coach Roy Dennis was carried off the field by his team after the 21-20 victory over Colorado A & M in the Raisin Bowl at Fresno, January 1, 1949.

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—that by the national track champions, the University of Southern California. Coach Jordan went on to train some of Occidental's greatest teams. In 1950 the mile relay team of Theodore Ruprecht, John Barnes, M. William Parker, and Walt McKibben established a Coliseum record with a 3:10.1 mile against Morgan State, and Barnes won the blue ribbon in the 880 at the N.C.A.A. meet. In 1952 the college medley team established a world's record of 9:57.7 at the Fresno Relays.

That same year, 1952, Barnes and Bob McMillen competed at the Helsinki Olympics. Barnes ran the 880-meter event and McMillen the 1500-meter. Both McMillen and the gold medal winner, Josy Barthel of Luxembourg, came in at exactly the same time—3:45.2. This was a new Olympic record. McMillen also set a new American record. This was a final to be remembered, for the first five athletes in the event finished within .8 seconds of each other. McMillen had been to the Olympic games in 1948, as a competitor in the steeplechase, before entering Occidental. Similarly, Maxine McMasters Mitchell '45 competed in women's fencing at both the 1952 Helsinki Olympics and those held in 1956 at Melbourne.

The track team won the S.C.I.A.C. championship every year from 1952 to 1961 as coaches Jordan, Coker and Bush groomed athletes for world prominence. Beginning with a fourth place in the N.C.A.A. in 1952, the

Left to right, standing: Phil Ellsworth '24 and Joseph A. Pipal, track coach from 1911–1946, give the signal to Coach Payton Jordan, lower left, and J. Percival Hagerman '06 and Dean Cromwell '02, who were chosen for membership in the Tiger Track Hall of Fame at the Tiger Track Awards Dinner in February 1952.

Cromwell, in the Helms Hall of Fame as the "Southern California Athlete of the Year for 1901," was USC track coach for 40 years, 1908–1948, and was coach of the U.S. Olympic Track Team in 1948.

Hagerman is considered one of the all-time-great track stars and is recognized in the Helms Hall of Fame as the "Southern California Athlete of the Year for 1904."

team went on in 1954 to take the two-mile relay from U.S.C. In 1956 not only did Oxy beat U.C.L.A. (the N.C.A.A. champions), but Robert Gutowski established a world's record in the pole vault. At a track meet with Stanford he soared 15' 8½" into the air, narrowly missing the "Mt. Everest" of pole vaulters at 16 feet. Victory over Stanford in 1957 furnished another retribution of sorts, for the tracksters won over a Stanford team coached by Jordan, who had gone there from his post at Occidental.

The previous summer Gutowski '57 went to the Olympic games at Melbourne and took second place in the pole vaulting event. Also at Melbourne in 1956 were William Tom '51, a member of the United States Gymnastic Team, and Dr. Sammy Lee '43, who went to the Olympics as one of four

Bob Gutowski '57 went 14'10½" at the 1956 Olympic Games in Melbourne, Australia, and placed second.

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representatives chosen by President Dwight D. Eisenhower. In 1948, and again in 1952, Lee won the gold medal in the 10-meter platform diving competition. Jo Ann Brobst, then an Occidental junior, participated in an exhibition of synchronized swimming during the 1956 games.

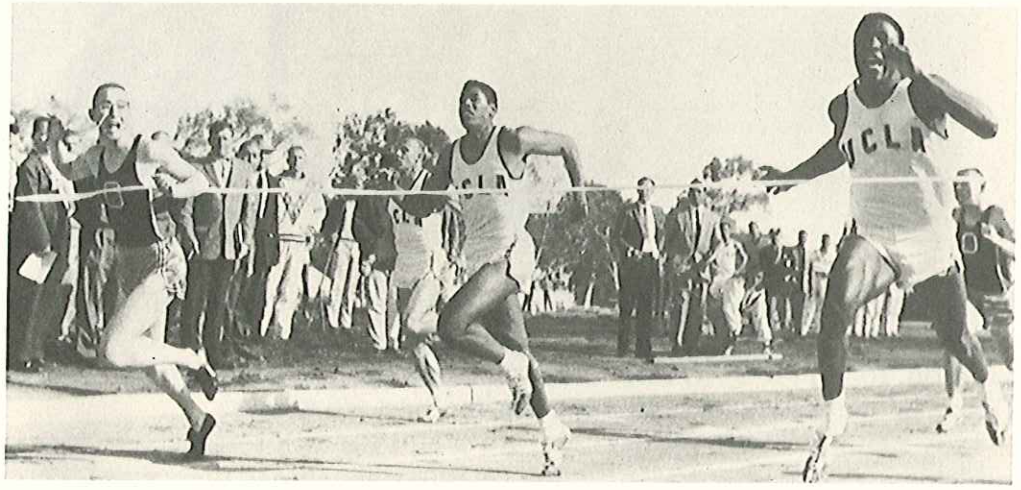
Less familiar to this generation are a succession of earlier Occidental athletes who also went to the Olympic games. The first of these was J. Percy Hagerman '06, who in 1904 placed sixth in the long jump competition. J. Clifford Argue '24 competed in the pentathlon at Paris in 1924 while Nick Carter '25 participated in the 1500-meter run at Amsterdam in 1928.

To be discussed later are the activities of Ron Whitney '64 and Chuck Smith '70. With Occidental's entry in track relays throughout the country, its small teams engaged in "big time" competition with U.S.C., U.C.L.A., Stanford, Oklahoma A. and M., and other larger schools. Occidental teams often dominated cross-country running events from 1956 to 1960.

One athlete of the 1950s went on to become a national political figure. This was today's Congressman Jack Kemp '57, who first became a professional football player. In his senior year he was drafted (in 1957) by the Detroit Lions, and subsequently "traded" to the Pittsburgh Steelers, New York Giants, and San Francisco Forty-Niners. He went to the American

J. Percival Hagerman '06 (foreground) came in sixth in the long jump at the 1904 Olympic Games in St. Louis, Missouri.

Rudyard Alston '58 running a record-breaking time of 09.6 to defeat UCLA's well-known Rafer Johnson in 1958.

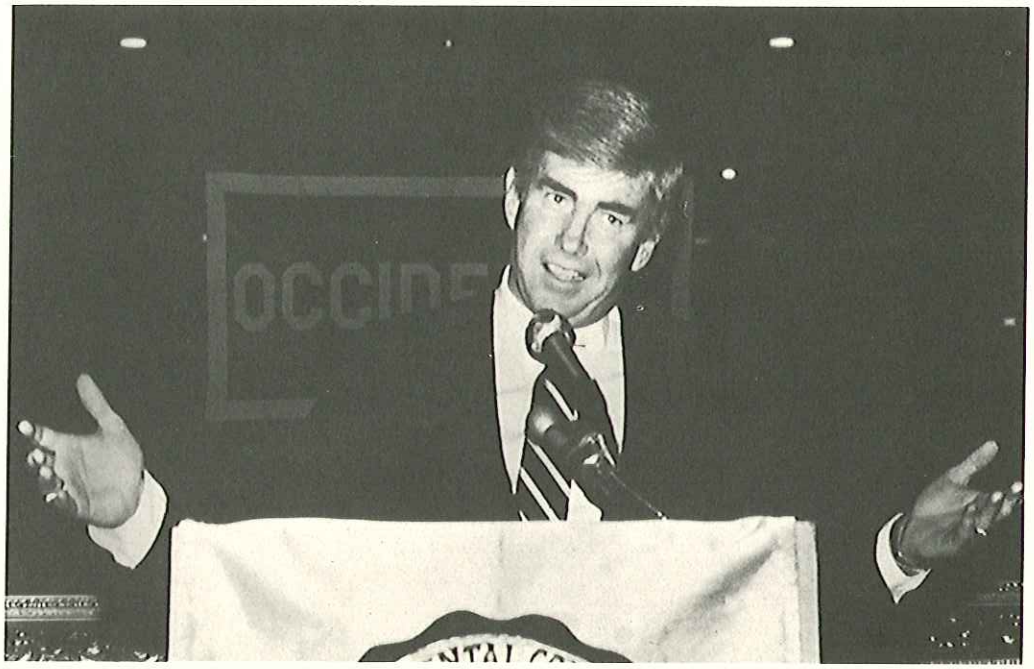


Football League with the Los Angeles Chargers when the A.F.L. was organized in 1960. The Chargers moved to San Diego in 1961, and in 1962 he was "sold" to the Buffalo Bills where his career really took off as he led the Bills to two A.F.L. championships. In 1965 Kemp was named the League's Most Valuable Player. He retired from professional football in 1970.

Into the 1960s the college won its share of awards in other sports as well. Led by Coach Grant Dunlap, a former professional player, a few team members went on to compete in major league baseball. In 1958 inspiration for the college's "horsehiders" came with the building that year of new quarters and a field beyond Stewart-Cleland Dormitory (the Baseball Field House, a gift of Paul Spencer '28.)

Meanwhile, President Coons worked hard to move the college forward to

Congressman Jack Kemp '57 visits the campus in the late 1970s.



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higher professional and intellectual achievements while maintaining its ethical values and voluntary religious expression. He had inherited a college that had come out of the war in shaky financial condition. Coons later admitted that his first years were deeply discouraging ones. Only slowly could independent colleges increase tuition charges; and endowment income was still much too slim. Tuition had increased from $200 annually in 1921, the year President Bird arrived, to only $300 in 1936. By 1952 it would reach $650.

Back in 1948 Coons had set development goals for the next five years. He sought $1,500,000 for buildings, faculty salaries, and landscaping. Of this amount $500,000 was intended for the improvement of faculty salaries. A fifteen-year fund-raising total of $3,500,000 was also projected. Surprisingly these goals were achieved by the end of a five-year period. Encouraged by the turn-around in fund raising, and because corporations were beginning to aid private colleges, Occidental increased the goals of its original fund drive. The trustees now solicited money for enlargement of the library, completion of the music quadrangle, a new gymnasium, a new science building, a chapel, and modernization of older buildings. Because new dormitories were income-producing and self sustaining, their financing was easier than that of other buildings. Harold C. McClellan '22 and Daniel P. Bryant became the Development Council's moving spirits of the 1950s, searching for funds with which to build all these structures.

Although Occidental's postwar years posed many institutional problems, public response to campus needs finally became successful. In this era the college gained renewed momentum, summoned up its strength, and won new adherents.

Chapter VI

A DECADE OF NEW ACHIEVEMENTS

1952–1962

1952–1962

WITH THE UNCERTAINTIES of the Korean War behind, Occidental's board, administration, and faculty sought to move toward higher levels of attainment. Two immediate goals were to enrich the educational facilities and to increase the number of residential students. Another was to upgrade standards both for admission and for college performance. In order to hold and attract professors of high quality, faculty salaries required continuing improvement. The expansion of scholarship funds was yet another goal. In the 1950s each incoming freshman class moved a notch higher in academic potential, making greater demands on the college—demands which had to be met if Occidental was to increase its national stature.

The overall objective of the postwar development program was to place the college in the upper third of the private, liberal arts institutions of the United States. President Coons's own national reputation was to aid the cause. Former President Bird wrote of his successor: "He was what the doctor ordered. His zeal, understanding of economic forces, making of new friends, disciplined mind, tact, repute, wide area of public service, and other talents obviously carried the college forward, and he built well on the foundations. . . ."

Coons was perceptive, precise, and well-organized. In January 1951, he presented a resolution and made a speech before the Association of American Colleges at Atlantic City which brought him national prominence. It directed the attention of the association to the challenges of the future rather than to its impending fears. Coons stressed the need for community understanding in interpreting the role of liberal arts colleges to the American citizenry. He was immediately chosen head of a national committee to formulate specific actions regarding higher education and became the association's president in 1956. That same year Coons was appointed to President Dwight D. Eisenhower's national "Committee on Education Beyond the High School."

It was difficult to keep the president from taking on too many responsibilities. He was an intense and forceful personality, and it was obvious that the

life of the college had become his life. The man provided more than a challenge to his associates. There were criticisms of some of Coons's actions. A few felt that he wanted to move the college away from Bird's liberalism. Others called him too directive, indeed high-handed and arbitrary—as when he removed the head of the English department and replaced him with a new off-campus professor. Coons carried out this action without even advising the original departmental chairman, who never forgave or forgot the incident. On another occasion he hired a history professor from a nearby institution without counseling the colleagues whom he was to join. He also created a department of linguistics and imported a new head for it without consulting with faculty nearest to that field of study. On the other hand, Coons once insisted that the Advisory Council render a favorable tenure verdict upon a faculty member whom it had previously rejected; his successful plea on that occasion was based upon compassionate and humanitarian grounds.

Under President Coons, departmental chairmanships remained custodial rather than decision-making posts. Coons, who in 1943 had succeeded Cleland as dean of faculty, knew how to wield authority. The dean of faculty was then clearly the chief of staff, really the only dean among deans. When Coons became president, he had grown used to making up his mind, usually quite rapidly, on a variety of subjects. On one occasion he threatened two professors with serious consequences if they did not patch up their quarrels, despite the fact that one of them held tenure.

Coons's vigor and dynamism were basically constructive and although forceful, he was not doctrinaire. He possessed a knack for presenting both the liberal and conservative viewpoint and was not intimidated by extremists of either left or right. For Coons abhorred radicalism of any sort. During the political witch hunts of the McCarthy era, he did not succumb to the near-hysteria that pervaded the Los Angeles ultra-conservative community, including some of the college's trustees. Nor did he fear scrutiny of his faculty by outsiders. He was not popular with all professors, but they generally appreciated his efforts on their behalf if not always his single-mindedness and paternalism. It was not uncommon to hear him spoken of as the most outstanding college president in California, especially after his formulation of the state Master Plan for higher education, to be dicussed later.

The exterior image of the college administration during the Coons era was conservative. Faculty political choices were mostly in the opposite direction, however. Prior to the national election of 1960, a campus straw poll revealed that students favored Richard M. Nixon over John F. Kennedy by a margin of four to one, while the faculty voted for Kennedy over Nixon by a ratio of two to one. The trustees too increasingly mirrored the affluence of the emerging southern California business community on which the college heavily depended. During the Eisenhower administration one trustee, Dana Latham, was appointed director of the Internal Revenue Service. Later Robert Finch '47 became President Nixon's secretary of health, education and welfare.

During the Coons presidency a total of seven women sat at different times on the board of trustees. This was then rare among America's colleges and universities. As early as 1926, the college had named Mrs. David B. Gamble to its board. The allegation that coeducational institutions assigned a lesser role to women is not applicable in Occidental's history.

About the heavy demands of the American college presidency, former Princeton president Harold W. Dodds, wrote in his book *The Academic President—Educator or Caretaker?* (1962): "The president needs a nervous constitution which will enable him to live habitually at a focal point of conflicting pressures." Yet, Dodds averred that "contrary to some well publicized opinion, the office is rich in personal and intellectual satisfaction." The American college presidency requires a sort of academic superman who should not only be a paper-shuffler but also the peer of his faculty, indeed an "educational statesman." He must be able to work with faculty, trustees, students, and financial supporters. He is expected to offer solace and to reaffirm the basic convictions of his constituents while trying to give direction to his own values in an academic environment. The role of fund raiser makes it exceedingly difficult for such an ideal president to avoid delegating responsibility to others. A good faculty, furthermore constantly presses him for reaffimation of its power over the curriculum.

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The Coons presidency occurred before the protest movements of the 1960s upset the traditional harmony of American college campuses. He was able to maintain a relatively free rein while conceptualizing large designs and executing small details. Imbued with practicality and an orderly mind, his vision of college operations featured the concrete over the nebulous and his knowledge of minute aspects of the college's operations was not always a source of comfort to those colleagues who wanted to paint future plans with a broader brush. Architects found him insisting upon answers to problems which, for him, had an immediacy about them. In short, Coons wanted to know not only what goals were, but also how these were to be effected. As an economist, he was wont to ask about a given project: "What is it going to cost?" Keeping expenditures in balance with the institution's needs seemed almost second nature to him. What he called frills had to give way to substance.

This president's success in fund raising should not obscure attention to his convictions concerning the educative process. A man of strong moral principles, he was capable of severe judgments of both persons and programs. For Coons the peripheral had to make way for the elemental. Furthermore, he was unwilling to sacrifice values for institutional popularity. A moral practicality, born of a Calvinist past, and tempered somewhat by democratic instincts, seemed to be at the heart of his philosophy. President Coons's very busyness on the state and national scene kept students and faculty from knowing him better.

Improvements of the postwar era were to be presided over by new members of the board which would change with the retirement or death of important trustees. Shortly after the inauguration of President Coons, the

college lost a trustee of thirty-three years' service, E. P. Clapp. In 1953 the trustees felt another a great loss with the death of Daniel Hammack, Sr., who had borne heavy duties as the board's secretary and legal counsel.

Among vital new members of the trustees during the 'fifties were Edward W. Carter and Kenneth T. Norris who both later became chairmen. A list of board chairmen is included in the appendices of this book. From 1947–1951 Frank N. Rush, former vice president and general manager of the Southern California Telephone Company, was chairman. From 1951–1956 Harold C. McClellan, later assistant secretary of commerce, took over as chairman. In 1957 Richard W. Millar, investment counselor and broker, became chairman.

Under the American collegiate system of operation the relationship between boards of trustees and the academic operation of an institution is not always deep. Yet, selfless trustees are more than the legal guardians of a college. They make crucial decisions and their contacts outside academia are invaluable.

One of the considerations that posed a major problem for both trustees and faculty in the 1950s was the expansion of graduate offerings. Throughout the 'fifties candidates for advanced degrees improved in quality. So did the college's ability to undertake added graduate work, at least in certain departments. But graduate work has traditionally been expensive, not only in scheduling professorial time but also in building the library resources upon which a quality program is dependent. It was natural, therefore, that a small college like Occidental would look for aid to the great philanthropic foundations.

Since 1951 the college had been involved in the Intercollegiate Program of Graduate Studies which was supported by the Ford Foundation's Fund for the Advancement of Education. After an experimental two-year period, there was a renewed two-year grant of $100,000. The Intercollegiate Program of Graduate Studies (I.P.G.S.) established seminars in comparative literature, history, and philosophy. Professor Kenneth Oliver, chairman of the English department, took the lead in Occidental's participation. This interdisciplinary program attracted candidates nationally. As its share of the combined operation, Occidental offered the doctorate in comparative literature, later Anglo-American literature was added to this program. In 1955 another $365,000 for staff and scholarships was granted and $165,000 more came in 1960. By June, 1962, a total of five candidates had received their doctorates. But the I.P.G.S. proved to be temporary.

In his enthusiasm for the expansion of graduate work, President Coons sought to push several departments toward offering the doctoral degree. Some of the faculty, including the historians, resisted. Heavy costs aside, Coons was many years ahead of the times. The majority of the college's faculty was then decidedly not research-minded, although I.P.G.S. did place a heavy emphasis upon producing teaching Ph.D.s. Ultimately, it was lack of financial resources that kept Occidental from moving toward an increase in doctoral offerings.

The ongoing Rockefeller Foundation grant for studies of the American southwest did continue to stimulate regional research. Each spring, from 1950 to 1959, the southwest conferences attracted hundreds of historical *aficionados* who came to the campus to hear an impressive list of writers, essayists, historians, art critics, and poets. These included J. Frank Dobie, Edmundo O'Gorman, Frank Waters, Jonreed Laurtizen, Franklin Walker, and Miguel Luis Leon-Portilla.

In 1953 a Haynes Foundation grant was assigned to the department of sociology for a study of Los Angeles urban culture. This research was an early attempt to diagnose the changing racial patterns of Los Angeles. The Haynes money allowed Professor Paul Sheldon to set up a small Laboratory in Urban Culture that was too little appreciated at the time. By 1965, the year of the explosive Watts riots in Los Angeles, *Time* magazine would refer to Sheldon's work on inner city problems as anticipating strong student interest in reform-oriented courses. Community participation in the solution of pressing social issues was suggested by such programs. Sheldon's urban sociology lab was far in advance of those efforts begun on a big scale later at U.C.L.A. and other centers for Latino studies.

1952–1962

Another research and instructional grant came from the Rosenberg Foundation in 1953. It initiated, for more than a decade, the study of teacher selection and involved the combined efforts of the departments of psychology and education. In the postwar period, when the college was severely strapped for funds, research programs were a luxury. Also there was a tendency—at Occidental in particular—to discount the importance of special programs. Eventually this changed as interdisciplinary studies became more popular nationally.

The history of civilization course, which had grown out of the humanities and social science survey chaired after the war by Robert Elliot Fitch, attracted increasing off-campus attention by the mid-'fifties. Its managerial intricacies required faculty chairmen who could provide leadership for more than one year at a time. Successively these were Professors John Rodes, Clifton Kroeber, and Robert Winter. In 1956 the college received a grant of $60,000 from the Carnegie Corporation for the history of civilization program. This allowed reductions in the size of discussion groups, in the number of staff members, an increase in the hours of class instruction, and improved materials and equipment. It was the college's third Carnegie grant, although there was no direct connection with previous awards.

The scientists had less difficulty in securing financial support for their work. The chemistry department led the way with Research Corporation of America grants for research in amino acids, adhesives, and other laboratory studies. Chemistry professors L. Reed Brantley and Frank L. Lambert were particularly active in research. The staff of the chemistry department also secured grants from the National Science Foundation and other government agencies. These made it possible to employ students whose research was thereby stimulated. Faculty members in the sciences also held grants from the American Chemical Society and the National Institute of Health.

After the Soviets launched their Sputnik satellite, in the 'fifties, there was an increase in federal funds available for scientific research and instructional equipment. In 1958 the physics department received a grant of $32,000 from the Atomic Energy Commission for the installation of a subcritical atomic reactor and for laboratory equipment to improve instruction in nuclear physics. This grant brought recognition, particularly to Professor Bollman, for the pioneering efforts in the development of a nuclear laboratory which had begun ten years earlier. Subsequent AEC grants in physics and biology helped Occidental to expand its science curriculum. Although the instructional program in the life sciences, and especially in premedicine, had enjoyed a strong reputation even prior to World War II, the quality of work in the physical sciences suffered until the 'fifties. When the new Norris Hall of Science was completed in 1960, the departments of chemistry and biology finally moved into quarters that enabled them to conduct research and teaching under modern conditions. Also, in 1961 the National Science Foundation awarded a grant to Occidental for a special institute to improve the teaching of biology at the high school level.

Other private gifts provided further academic stimulus. During 1957 the estate of trustee Stuart Chevalier endowed a new chair in diplomacy and world affairs and for the improvement of library holdings in the international field. That year Graham H. Stuart, emeritus professor of political science from Stanford University, filled the Chevalier post. He was followed in 1958 by Arthur N. Young, whose career as an economist has been mentioned earlier. From 1959 to 1962 the incumbent in the Chevalier Chair of Diplomacy was Professor J. Cudd Brown, an African specialist. Professor Edward W. Mill, an Asian authority of wide experience in the United States Foreign Service, then left the chairmanship in political science at Long Island University to assume this post. Still later Ambassador William Brewer assumed the position after Mill's death in 1977.

In 1956–1957 an extraordinary gift of $638,000 came to Occidental via the Ford Foundation's College Endowment and Accomplishment program for accredited colleges. The entire amount was for faculty endowment. Between 1952 to 1954 Ford Foundation faculty fellowship grants had already been awarded to four faculty members, Professors Baisden, Bollman, Reath, and Kurtz, allowing them free time for reading, study and improvement of their teaching skills. Special leaves in 1954 went to Professor deRycke for participation in the program of the national Committee for Economic Development and to Professor Freestone for research in speech therapy as well as to Professor Kinney for study in the field of education. During the 'fifties and early 'sixties Fulbright awards for teaching and research abroad were won by faculty members in a variety of disciplines. Among the recipients were Professor Carl Trieb, who spent two years in Germany, and Professors Kenneth Oliver, Gabriele von Munk Benton, Austin Fife, Robert Hansen, Donald Adams, and Irwin Mahler. In addition, Guggenheim grants to Fife and Hansen enabled them to study at firsthand the sources of western American folklore and the art of the Orient.

Although a small number of faculty members found time for research—on top of a full program of teaching—most professors of the 1950s still heavily stressed the teaching mission of the college. It took a certain measure of dedication for that handful of faculty to keep Occidental's reputation going outside campus confines. While attendance at national professional meetings did increase, there was widespread student ignorance about the work of those professors who involved themselves in research. Fortunately the institution began to call itself "a college of the liberal arts and sciences." This helped to soften an ingrained bias within the non-publishing faculty against research activities. The scientists, especially, needed to engage in research regularly in order to remain current.

Despite heavy teaching loads, in 1956–1957 faculty members managed to publish a sprinkling of books in the humanities and social sciences, among them Austin Fife's *Saints of Sage and Saddle;* Clifton B. Kroeber's *The Growth of the Shipping Industry in the Rio de la Plata* and Raymond Lindgren's *Political Community and the North Atlantic Area.*

1952–1962

Beginning in 1958, a Faculty Award Lecture honored one member of the faculty annually. The first presentation was that of Professor Kenneth Oliver, chairman of the then combined English and comparative literature department, entitled "The Creative Process in Literature." In 1959 Poon-Kan Mok, professor of Chinese history and culture, a refugee from his native China, spoke on "Asia Today and the Western World," emphasizing the contrasts and identities of the two "worlds." The next year musicologist Robert Gross gave a violin concert; some of the pieces he played were his own compositions. In 1961, Professor Frank Lambert spoke concerning the atomic structure of chemistry.

Perhaps the most outstanding faculty member of the 1960s was Professor Leon Dostert, class of 1928. An Alsatian war orphan brought to this country by an Occidental graduate, he was a prize-winning orator in his freshman year, going on to university teaching of French literature and culture. During World War II he became General Dwight D. Eisenhower's personal interpreter. After the war Colonel Dostert headed development of a multilingual translation system for the United Nations organization and similar programs at the Nuremberg War Crimes Trials and for several intergovernmental agencies, including EURATOM. President Coons pressed him to return to Occidental in his final years from a position as director of the Institute of Languages and Linguistics at Georgetown University. From 1963 until his death in Bucharest, Roumania in 1971, Dr. Dostert headed the college's linguistics program, having devised its mechanized language laboratory

The years from 1952 to 1962 marked a decade of high enthusiasm and increased upward momentum. Some of its finest students attended Occidental in those years. Slowly, the faculty too experienced a sense of upgrading and of growing professionalism. In a variety of ways the board of trustees sought to demonstrate its regard for faculty members. The trustees, in June of 1956, approved a tuition exchange plan. Tuition remission for

faculty children was already in existence; under the new plan, they could also attend other private colleges and universities free of charge. In 1957 the trustees commemorated this era of achievement by sponsoring another black-tie recognition dinner at the California Club – the second such event in the history of the college, and the last to date.

During the 'fifties the Intercollegiate Program of Graduate Studies as well as the new curriculum in diplomacy and world affairs, and the expansion of mathematics and science offerings, made a larger academic staff inevitable. It is impractical to record the names of all those who joined the faculty in each decade of Occidental's existence. But a few representative appointments will indicate the direction in which the college's departments were growing. In geology, William Morris, a Princeton Ph.D., joined the staff during 1955. With support from the American Chemical Society's Petroleum Research Fund, and backed by the Los Angeles County Museum of Natural History, Morris began a series of paleontology expeditions during which he discovered the bones of huge vegetarian dinosaurs and prehistoric horses. His finds won him the Arnold Guyer Award and membership in the prestigious Explorer's Club. In the late 1950s the biology staff was joined by Patrick H. Wells and John S. Stephens; John W. McMenamin had been appointed in 1946. In chemistry, George H. Cleland and John S. McAnally came to that department during the 'fifties. In physics, Alvin M. Hudson (1956) and Rex R. Nelson (1959) widened its offerings. These and other members of a younger faculty generation resembled the infusion of talent that had come to the college after each of the world wars.

Older faculty members, who had arrived in the late 'thirties and early 'forties, assumed positions of greater responsibility. Professor Dumke, chairman of the history department, was appointed dean of the faculty in 1950. Dumke held the post until 1957 when chosen to be president of San Francisco State College. Five years later he went on to become chancellor of the California state colleges.

In 1957 President Coons suffered his first heart attack. A worried board of trustees sought in vain to curtail his activities. At the end of that year Coons appointed Vernon Bollman as dean of the faculty. Professor Bollman, chairman of the physics department, was to play a strong role in devising the college's "3-2 Plan." His files, labeled "Calendar Reform," bulge with memos concerning the numerous committees which he chaired.

Coordination of basic requirements in English and speech improved opportunities for better-qualified students to establish their own academic pace. Restructuring of the basic "Science 30" courses resulted in a more integrated science program tailored primarily for humanities and social science majors. In 1959–1960 the faculty adopted a "Combined Science" sequence of courses, featuring also the philosophy of science. The faculty sought to explain more about science to lower division students and to demystify its inner "secrets." As with the history of civilization course, the new science requirement employed an integrated approach, utilizing staff drawn from the science departments.

In 1959 the reintroduction of honors programs, dormant since 1934, was designed to encourage greater depth in a student's major field. Departments could require either an examination covering a special reading list, an honors thesis, special seminars, or independent projects for selected students. The faculty also supplemented departmental honors with a College Honors Council. The college honors system attracted, in 1960–1961, a supporting grant of $25,000 from the Danforth Foundation.

Professor Robert Ryf of the English department was the spirit behind this activity. He designed an all-college honors program to provide breadth as well as penetration. It was flexible as well as individualized and its goal was to produce humane men and women of intellectual vigor, capable of assuming responsibility and distinction in the professions, business world, and in the community. The Honors Council supervised a seminar for which reading lists were distributed each summer. It sought to stimulate especially those entering students who possessed high capacity. Later a College Scholar Program took the place of the honors system.

Increasingly, students won national graduate assistantships and fellowships. In 1959, a signal honor was conferred upon John Paden and Aaron

In 1959 President Coons delightedly congratulates two Rhodes scholars. Left to right they are Aaron Segal and John Paden. This was the only time two Occidental graduates were selected in one year.

Segal, as they were awarded Rhodes Scholarships for study at Oxford University. In 1960, ten Woodrow Wilson Graduate Fellowship awards went to Occidental seniors. Two years later Richard Hallin became the college's seventh Rhodes scholar, also winning Wilson, Marshall, and Danforth fellowships in that same year. Students of course continued to win a good share of other prestigious scholarships, including Watson, Marshall, National Science Foundation, and National Defense Education Acts awards.

In 1953, two members of the debate team, Stephen Salsbury and Joseph Wise, reached the national forensic finals. In the theatrical field, the presentation of both Mainstage and Playmill productions continued. During the summer of 1959, Professor Omar Paxson staged plays on the front steps on Thorne Hall. This proved to be such a success that, each summer since, these productions have drawn such sizeable audiences, that they were moved to the Hillside Theater. In the 1950s also, the Glee Club under Professor Swan could hardly have received a more gratifying invitation than the chance to record with the renowned German symphonic conductor Bruno Walter.

Intermittently, Occidental has operated a radio station. Originally called KYO (Know Your Oxy), and later KOXY, it was founded in 1949 by three students, Jack Bell, Daniel Lindquist, and Charles Lindsay. The station had a succession of managers. Steve Moreland (who died in Vietnam) and Pat Marriott were responsible for installing transmitters of broadcast quality in the dormitories. In the 1960s other participants at KOXY included Dave Berkus (editor of the college paper), Edward Sardella, and Edward Millar. Until it went off the air in 1975, the program format included a morning show, a quad broadcast at noon, and four hours in the evening from Monday through Thursday. As many as sixty persons contributed to programming and engineering.

During the 1950s Occidental's undergraduates, like those on other campuses, reflected in varying degrees a nationally impatient mood over the

Professor Howard Swan and the Occidental glee club and orchestra in 1959. The Christmas Pageant that year featured Handel's "Messiah."

restrictions of society. Jack Kerouac, author of *On the Road* (1957) coined the phrase "Beat Generation" to describe the restlessness of youth. The "Beatniks" rebelled against what they called "Squares"—mediocre conformists who lived a safe but dull existence. Relatively few of Occidental's students were captivated by this philosophy but some undergraduates shared resentments with those on nearby campuses. In the 'fifties students began to cluster about the *cafe espresso* houses on the west side of Los Angeles to hear poetry readings and music. It was a peculiar sort of rebellion, headed by bearded Bohemian eccentrics who at first were fun for undergrads to observe—almost as clinical cases. The "Beatniks" bespoke a different approach to art and literature; their defiance of society's conventions both resembled and differed from that of Britain's "Angry Young Men."

Some students resented being called conformist members of a "Silent Generation." One letter of the mid-1950s to *The Occidental* read: "Our search for security is the search of the disinherited for what rightfully belongs to them." Its writer further argued that he and his fellow students would "remain the Silent Generation until we find those very beliefs that give one the inspiration and reason to speak." Public issues, such as compulsory military training aroused special fire. Probably the best evidence against charges of student conformity was the formation in 1954 of the Political Science Forum. In the fall of 1956 the Forum sponsored the appearance of Senator Estes Kefauver and later Vice President Richard M. Nixon —who made a televised election address on campus. In that same election year the students staged a mock political convention and sponsored debates on topics ranging from William Buckley's conservative book *Man and God and Yale* to the existentialist writings of Albert Camus and Jean Paul Sartre.

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It is, of course, impossible to describe what jocularities remain vivid in the memories of a college graduate. On April Fool's Day in 1955 the spoofing of Professor Joseph Birman, geology department chairman, brought his students with equipment, into the quad in a hunt for uranium. The close association of students and faculty so typical of an earlier day continued, but in different ways. In 1955, "Campus Day" was substituted for the holiday traditionally granted after a victory over Pomona College.

Professor Donald Adams's memorial reminiscence of a former colleague helps one recall the physical limitations of Occidental as late as the mid-1950s:

> Basil Busacca came to this college in 1955, as did Bob Ryf and myself. President Coons assigned all three of us to the only temporarily free location on campus, a vast, totally empty classroom, on the southeast corner of the top floor of Johnson Hall. Into this enormous empty space, which seemed to us like the main concourse of the abandoned Gare d'Orsay, and therefore fit setting for Kafkaesque experiences, we moved three small kneehole desks, one to a corner, and, in the fourth corner, a few uncomfortable chairs. Basil and Bob and I used to stare darkly at each other, across the distances. A few months later we were dispossessed by the Art Department and were shifted to the opposite extreme, a tiny office on the second floor of Johnson, where our

desks virtually touched, and where Basil used to smoke his Prince Albert furiously at me, and Bob . . . used to wince painfully as the visiting students and I joked and carried on waggishly.

Undergraduates of the mid-'fifties were becoming disillusioned over the faltering struggle of the blacks to achieve integration. By 1958 they established a Panel of Americans on campus which sought a lessening of prejudice toward all minority groups. Its members volunteered to speak out against intolerance. During 1959–1960 other students staged a "stand up" demonstration in the College Union. As southern racial disturbances grew tense, this new version of the "sit-down" strike saw some students, accompanied by a few faculty members, eating their meals while standing—at least for one day.

Members of the student church joined in concern over the plight of minorities at home and abroad. Religious leaders who visited the campus in the 'fifties and 'sixties included Theodore Gill, Theodore Greene, Paul Tillich, and James H. Robinson. After 1964, lectures and services could be held in a new chapel, provided through the will of John Pierce Herrick, a memorial to his wife Margaret Brown Herrick.

Robinson's visit of 1957 led to an appeal that students found irresistible. He was a black minister from New York who planned a work-study program in Africa. This was a privately-financed precursor of the Peace Corps later advocated by President John F. Kennedy. Occidental's students called their venture "Crossroads Africa." They raised $18,000, sending ten students to Nigeria, the Belgian Congo, Sierra Leone, and the Cameroons. The project furnished a valuable educational experience at a time when little was known about the political and economic realities of the third world. In the summer of 1958, while selected students worked in Africa—helping to build schools, sanitary facilities, and roads—they absorbed the culture and lore of nascent states. During the summer of 1960 a second group joined the work-study project in west Africa. "Crossroads Africa" later became a national organization, but Occidental had the distinction of having launched its efforts.

In the 'fifties students increasingly studied abroad, either on their own or via academic programs. The number of foreign students on campus also increased. For several years after 1955 the college sponsored a history study tour to Europe with the cooperation of the Danish International Student Committee. In the summer of 1960 Professors Rodes and Rolle led more than sixty students on one of the first authorized trips into the Soviet Union.

Occidental's interest in international affairs, thus, took numerous forms. In the fall of 1961 the college briefly joined Princeton's small but select study-abroad plan. This program stressed research in Europe during the summer months. In the graduating class of 1962, twenty-two students undertook some form of study abroad as part of their academic work. Through arrangements with the "Experiment in International Living," students lived with the people of the country in which they were studying.

For a long time the administration resisted overseas study programs. But,

in 1969, arrangements were made to send students to Germany's University of the Saarland at Saarbrücken. In subsequent years they also went to the French universities of Perpignan, Hautes Rennes, and Montpellier as well as to Sussex and London in England. In 1970 the college established a far-eastern study connection with Waseda University in Tokyo. From 1974 to 1979 another liaison was set up with three Spanish university centers: in Salamanca, at the Institute of European Studies in Madrid, and at the USC Center in that same capital.

Back on campus students were replicating in new forms the pranks of the past. The male residents of Stewart-Cleland Hall in 1961 will not forget their astonishment one morning of that year upon seeing the central flagpole lying on the floor of the second-story corridor. This new pole had been purchased and was ready for installation between Johnson and Fowler when appropriated by a phalanx of students. College officials wondered how this could have been done without machinery? Similar pranks, deplored officially yet privately entertaining, led to a Volkswagen found parked in the foyer of the library one morning, with newspapers carefully placed underneath to prevent oil stains on the parquet floor. The car had obviously been partly disassembled in order to get it into the library.

1952–1962

In 1957 Bill Paden, freshman president, disappeared; he was subsequently discovered by the press on an enforced vacation in Hawaii. Occasionally students found their autos neatly parked on the normally car-less quad, or in the space between Johnson and Fowler, now occupied by the Coons Administrative Center. Hours were required to disentangle the resultant traffic jam. White rats, alarm clocks, and other fixtures also appeared from time to time in various history of civilization lecture halls.

For each student an institution means different things. Matriculants may be scholarly, athletic, musical, artistic, or literary in their tastes. Some are content to remember the quiet of a beautiful quad. Activists may be fascinated by the social complexities of campus life. Others prefer moments of contemplation, spent individually or with professors and student friends. At a time when students still received only seventy-five cents per hour for on-campus jobs, parents found tuition manageable. Niggling regulations inspired the usual student retorts. One posted rule read "No wearing of sandals on Sundays." Alongside that poster some wag had written: "Jesus Christ wore sandals."

For the socially-inclined, the campus in the 1950s became a more active place, and on a larger scale than ever before. On Occidental's crowded social calendar were house parties in Las Vegas, Palm Springs, or Rosarito Beach, Baja California. However, the hazing of freshmen was eventually outlawed in California by the state legislature.

Mention has been made of President Coons's 1951 address to the Association of American Colleges, which proved influential in shaping his future. In 1955, he published another significant statement in the October *Bulletin* of that association. Under the title "Is There a War Between Public and Private Colleges?" this article proposed that cut-throat competition for funds need

not exist between these two groups of institutions. A bulge in the college-age population was taking place at the very moment that the demand for other facilities—roads, dams, parks, hospitals, and prisons—had mounted. Inflation had led the costs of public buildings and land to skyrocket. Coordination of California's higher educational pattern was virtually nonexistent, and the state colleges and its university competed for legislative funds. Within California a potentially chaotic situation needed systematizing.

In 1959 Coons was appointed to chair a team to devise a master plan for higher education in California. This state-wide committee met throughout that year and made recommendations which were passed by the legislature in 1960; these led to a massive reorganization of California's public collegiate institutions. California's Master Plan called for $1,000,000,000 in new construction for the state's colleges and universities during the decade 1960–1970. It also separated the state colleges from California's department of education. In effect, Coons presided over a "fair-trade agreement" between these two types of institutions; his committee also helped clarify the position of the private colleges, and sought to determine the future role of California's many two-year community colleges.

The master plan for education was to long survive Coons. In 1983 David Saxon, then president of the University of California, gave this appraisal of its success:

> It was because of the Master Plan that California avoided the overbuilding and competition that hampered other states in their efforts to find ways of accommodating the huge flow of students into higher education in the 60s and 70s. Even more significant, the Master Plan endowed California with a system of higher education that combines access and excellence to an unparalleled degree. It has become a model for other states—even other nations—and deservedly so.

Heavy involvements off campus added to Occidental's prestige, but they took a toll on Dr. Coons's health. Already, in May, 1957, he had suffered a heart attack which forced him to give up some obligations. Another attack in January, 1960, once more compelled him to lessen his load. His schedule lightened somewhat, the trustees urged him to depend more on his staff. One of them had a plaque made for the president's desk which read: "Go under sail, not under steam."

To lighten Coons's administrative load, in 1962 a college Development Office was more formally established. It also provided for better planning and fund raising support. During 1953 Occidental had joined the Independent Colleges of Southern California, Inc., a fund-raising organization which President Coons had helped organize. The I.C.S.C. sought financial aid for private colleges through the encouragement of business and corporate support. The initiation by the I.C.S.C. of a television series in 1958 involved both faculty and students.

Now new buildings arose and new foundation, business, and private grants came to the college. In the decade of the 'fifties development goals

Trustee Cecil Gamble turns a shovelfull of earth at a groundbreaking, November 16, 1955. He is flanked by President Arthur Coons and K. L. Carver.

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were finally revised upward to accommodate unexpected public support. Slowly the college was turning the corner, financially. In 1951 the Moore Laboratory of Zoology was built to house a large collection of bird specimens. Two years later Stewart-Cleland Hall, a men's dormitory, was completed. In 1954 an annex was added to Haines Hall, a residence for women.

The next year Norton Clapp '27 provided additions onto the east and west sides of the Clapp Library, doubling its size. That year also a new, if small, art building was constructed near the library. Further up the hill, the Spencer Field House was built in 1958.

As federal loan funds for college construction were becoming available, in 1955 the board of trustees borrowed government money at low interest rates from the National Housing and Home Finance Agency. These funds provided part of the initial cost for construction of five new dormitories: Bell-Young (1956) and Newcomb (1956), Chilcott (1959), Pauley (1959) and Braun (1962) halls.

Meanwhile Occidental continued to make an ongoing contribution to beautification of the environment in which it found itself. For a long time the residential area around the college had managed to maintain reasonable standards, and occasional improvements occurred outside the college boundaries. But by the 1950s the business zones along Eagle Rock and York boulevards clearly began to experience decay. This is a condition that afflicts other institutions even more severely, among them Columbia University, the University of Chicago, and nearby U.S.C.

In 1957, the generosity of alumnus Walter Van E. Thompson '96 led to the planting of eighty-seven incense cedar trees along Alumni Avenue. Mayor Norris Poulson and other dignitaries turned out to dedicate this project. Unfortunately most of the cedars died and Thompson had to start over again. This time he gave the city nine hundred liquid amber trees that were planted along all the streets surrounding the college. Such beautification is expensive, time consuming, and difficult to perform. Thompson's gift required a lot of staff time. But, by the spring of 1963 his second round of tree plantings had truly beautified the college neighborhood.

In 1964 Occidental first faced the possibility of losing campus land to the city. This proposal, known as the Avenue 51 Project, was resisted by the college with no success. By the 1980s, prior to condemnation proceedings, the trustees were forced by the city of Los Angeles to sell 2.39 acres. Unfortunately, this legal judgment isolated four acres of property from the main campus which might have been used for expansion in subsequent years.

Other significant gifts of the 1960s included remodeling and furnishing the Faculty Club, formerly the President's House. This was done through the generosity of the Carl Braun Trust, the same benefactor that gave part of the funds for Braun Hall and which furnished the Braun Fine Book Room in the library. Braun Hall, built during Occidental's seventy-fifth year, was awarded the thirty-eighth notch on the college's "groundbreaking shovel."

The Kenneth T. Norris Hall of Science was dedicated in September, 1960. Part of the same complex – the Earle M. Jorgensen and Carl F. Braun Laboratories and Samuel B. Mosher Science Lecture Halls – provided new biology and chemistry quarters. The Willis H. Booth Music-Speech Center, dedicated in 1960, rounded out the northern end of the campus with added space for the speech and music departments. In 1960, Pauley Hall, a dormitory for men at the south end of the campus, in part the gift of Edwin W.

Pauley, was also dedicated. In the same year Chilcott Hall, a women's dormitory between Haines and Erdman Halls, was completed, partly the gift of Mr. and Mrs. E. R. Chilcott.

From 1943 to 1961 the deans of men and women were responsible for campus or fraternity and sorority residence units. House mothers—usually widows or single women—served as head residents and reported to the deans and to the manager of residence. Dorm rules were still rigid—no liquor, and visitations from the opposite sex only in lounge areas during specific hours. Unauthorized visits took place in other locations and at different hours, of course. There was relatively little official dormitory social life. Most events were all-campus in nature, staged in the gym, Union, or some off-campus hall where the deans could check to be certain the bar was closed to students and the floor lighted sufficiently. After 1961 all these activities came under the direction of a dean of students.

1952–1962

During the years 1952–1962 annual benefactions averaged more than a million dollars per year. A total of nearly $11,500,000 came to Occidental during this decade. By 1960 the annual budget was double that of 1952. Tuition never covered more than part of a student's education. In 1952 tuition was still only $750 per year; by 1962 it reached $1,250.

Meanwhile, institutional expenses continued to spiral upward. Among the pressing needs of the colleges who were competing for talented new

President Gilman thanks Mr. and Mrs. Kenneth Norris for their contribution to the building of Norris Hall of Science, October, 1965.

faculty members was more and better office space. But it was the end of the 1950s before faculty members had their own private offices. This was partly because of an increase from seventy-one full-time teaching members in 1950–1951 to ninety-two in 1960–1961. The composition of the faculty underwent steady change also—a noticeable shift upward via promotion toward more costly higher ranks. In 1940–1941 some 36% of the faculty consisted of instructors; in 1960–1961 that figure was only 16.5%. By 1980–1981 the instructors on the faculty would number less than 5%.

One guideline to the quality of a faculty is the percentage of its members who hold the Ph.D. degree. At Occidental, in 1960–1961, 60% of full-time faculty members possessed the doctorate. This compared with a percentage average of 48.6 for other four-year California colleges and universities. And, if the fine arts and physical education faculty members, for whom the doctorate is less customary, are omitted, Occidental's percentage was 80.

By 1962, 80% of the student body was in residence as compared with 31% as late as 1946. As a result, there was increased attention toward improvement of opportunities for intellectual and personal growth in a residential environment. A student's life outside the classroom was considered to be of great significance in the educational experience, particularly in developing values in his transition to maturity. Occidental's experience with symposia and discussions held in residence halls on a voluntary basis, without formal connection to the scheduled curriculum, was intended to merge both living and learning activities.

By 1960, some 13% of students were from out-of-state. Over half of its graduating classes now went on to graduate or professional training. In part this was caused by the prosperity of the times but it was also a measure of their understanding of the importance of further training. An indication of increased student interest in learning was the establishment in 1961–1962 of a Student Award Lecture to be given annually. The first recipients of this award were two history majors, Stephen Gottschalk, whose topic was "Art and the American Vision," and Carl Flegal who spoke on "Use of the Scientific Method in Basic Research."

An Educational Policy and Curriculum Committee now supervised each curricular change. This body faced the difficult task of recommending reforms acceptable to the faculty at large. One of the major problems with which this new group grappled throughout 1961 and 1962 was the possibility of adopting a three-term course sequence. Such a plan would better utilize student and faculty time as well as campus facilities. Discernible in all this was the determination of administration and faculty to keep the curriculum modern, receptive to new ideas, yet respectably academic. Also behind these anticipated changes was a growing conviction that students and faculty had become overtaxed by routine classroom instruction.

Support, thus, grew for a program to reduce the number of courses required for students at any one time as well as the number taught by a professor. Such a scheme offered greater concentration and a release of time for faculty scholarly efforts. On May 3, 1962 the faculty voted to

introduce a three-term, three-course system of instruction (the 3-3 Plan) plus a summer term. This would replace the traditional two-semester system. During that period of curricular innovation no one realized that a ten-week term would prove too confining for certain course work. In the humanities and social sciences it is especially difficult to complete term papers based upon broad research in so short a term. Conversely, the science offerings lend themselves to instruction fused with laboratory work. Almost twenty years later, in November, 1981, a plan to return to the semester system was voted down by 64–32; the scientific faculty played a big part in retaining the ten-week term.

By 1962 — as the college's seventy-fifth anniversary approached — Coons's presidency was coming to an end. The former student who returned Alumni Day that year could not possibly escape the changed appearance of the campus. Fowler Hall, so familiar to former students, had been renovated in 1960–1961. Several science departments had moved to the new Norris Hall of Science. Remaining in Fowler were the departments of physics, mathematics, and geology. In 1960 most of Swan Hall had been converted into faculty offices. There the history of civilization, political science, economics, history, psychology, sociology, and English departments moved, to make more room in Johnson Hall for administrative personnel.

1952–1962

If the Bird years had featured growth in an artistic mode, the following era tempts the historian to stress the increased material stability which Coons brought to Occidental. Yet, there was continuing intellectual growth. During 1959, Robert Gordon Sproul, long president of the University of California, commented upon the selection that year of two Occidental students as Rhodes scholars: "It is truly remarkable," he said, "that two in the same year should come from one small college — a college not great in size, but of very great quality."

Chapter VII

THE SEVENTY-FIFTH ANNIVERSARY

1962

As the college approached its diamond anniversary, preparations for a celebration were extensive. In 1955, seven years before that event, the trustees asked President Coons to define his vision of the college's future. In an internal communication to them he expressed his opinion about what Occidental, metaphorically, should *not* become:

> It cannot be all things to all men. . . . The nearest prototype of such an institution in the American scene is Princeton University. . . . But it is never desirable to attempt to identify one institution with another. I think the description by the colleges at Claremont as 'The Oxford of the West' is not a compliment either to Oxford or to themselves. I want for ourselves no shortcuts of this sort that stereotype or stultify the uniqueness of thought. We must not say, as President Baer said over forty years ago, that we are seeking to build the 'Princeton of the West.' We must not speak about becoming the 'Caltech of Human Engineering.'

Coons, noting that "President Bird used to speak of Occidental as a lovely gem in a beautiful environment," added: "The gem theory or idea is very attractive, but the diamond we are thinking of now is still not fully polished, is in part an unfinished gem." Coons saw the future college as a high-quality institution rooted in the humanities but also concerned with science and the arts. It "should aspire to as broad a view of man and society and as great a reputation as the London School of Economics and the Yale Institute of Human Relations but within its own conceptions, context, and program," he wrote.

In August of 1960, two years before the diamond anniversary, Coons had also called attention to new challenges faced by higher education in America. He recommended that a long-range study be made as to the objectives of the college and of the ways in which it might realize its service both to the community and to the nation. He called attention to the strategic timing of such a study, coincident with Occidental's seventy-fifth anniversary. The celebration, he said, should be designed to evaluate the college as it then was, to recommend what should be retained, and, innovatively, what might broaden its usefulness in appropriate ways. The underlying consideration was to be: "How can Occidental best serve?" The next twenty-five years were to be the celebration's focus.

In 1962 Occidental commemorated its seventy-fifth anniversary by a

series of conferences on the theme: "Challenges to Western Civilization and the Western World: Can We and Will We Meet Them?" From across the nation came gracious tributes to the college. Another theme of the celebration featured Occidental's unwillingness to rest on past achievements and its determination to fulfill new obligations to the future.

The festivities began on February 8 with a convocation address by President Coons entitled "Salients on the Western Front." With President-emeritus Bird in attendance, a special Founders' Convocation was held on April 24, followed by a two-day conference on April 25 and 26. Delegates in academic procession came from other colleges and universities as well as from federal and state educational agencies. The principal address was given by Arthur S. Adams, former president of the American Council on Education.

Another anniversary session concerned the topic: "What Help Can the Natural Sciences Yield in Answering These Vital Questions?" with panelists Norman Topping, Franklin Murphy, and Occidental's Dean Vernon Bollman. James David Zellerbach, former ambassador to Italy, also addressed a session on "United States Diplomacy at the Crossroads," stressing the contribution of diplomacy and such world affairs programs as Occidental operated.

Other events of the spring which related to the seventy-fifth year included a glee club home concert, a Phi Beta Kappa convocation and alumni dinner, a student assembly featuring a faculty-student panel on the anniversary theme, a festival of fine arts, and an address by J. Donald Young, retiring professor of art, on "Tragedy and Triumph – the Story of Michelangelo." This accompanied a discussion by Constance Perkins, associate professor of art, on the festival art exhibition. Then came Chaucer's *Canterbury Tales*, a Playmill performance, addresses by Remsen Bird Lecturer Howard Taubman (drama critic of the *New York Times*), a première performance of "The Bald Soprano," and an opera by Robert Gross, professor of music. The final event was a festival concert by the college's orchestra, choir, and glee clubs.

To coordinate the self-study portion of the diamond anniversary, Coons set up a "Committee of '75" under the chairmanship of trustee Daniel P. Bryant. It consisted of representatives from the college's various constituencies. This group appointed eleven subcommittees, to recommend what future actions should take place over an extended period of time. These dealt with alumni relations, buildings, grounds, equipment, church relations, educational policy and curriculum, enrollment, and admissions policies, the faculty, finance and planning, the library, public relations, student aid, and student relations.

During the 1962 seventy-fifth anniversary celebrations there also came an announcement that represented the greatest financial boon which the college had ever received. The Ford Foundation had begun a second program of financial assistance to selected independent liberal arts colleges, with grants to eight eastern and midwestern colleges (Carleton, Goucher, Grinnell, Hofstra, Reed, Swarthmore, Wabash, and Wellesley). In late June, 1962 it announced a grant to Occidental of $2,500,000 with the requirement that

this sum be matched within three years by $7,500,000 in gifts from other sources. The college allotted the matching gifts to endowment, plant, equipment, scholarships, and current budget, excluding contract research. An initial small grant of $690,000 was for new curriculum, faculty, and staff, equipment for laboratories and classrooms, and general campus improvements. On the matching principle of three for one, the college would get no more from the Ford Foundation after the initial grant of $690,000 until new gifts to the college beyond July 1, 1962 had totaled $2,070,000, but thereafter for every three dollars of gifts to the college, one dollar would come from the Ford Foundation until the $2,500,000 had been received.

Occidental was the first college in California to receive such a challenge grant and the only one in the state included in a second round of grants. No more substantial proof of the college's promise for the future could be found. The Committee of '75 submitted its final report to the board of trustees on May 14, 1962. It called for gifts totaling $25,000,000 within twelve to fifteen years. This was followed by a trustee announcement in June, 1962, of a three-year campaign for $10,000,000, including the Ford Foundation grant of $2,500,000. These were explosively exciting times for the entire college.

1962

About all this activity President Coons stated: "We shall now move from strength to greater strength." His annual report for 1964–1965 noted that the college had more than matched the $2.5 million Ford Foundation challenge grant: "Eligible gifts for the three-year matching period, which ended June 30, 1965, totaled $8,070,665, exceeding the $7.5 million required to secure the Ford Foundation's $2.5 million. Gifts came from 7,000 alumni, parents, individuals, corporations, foundations, and churches. The three-year period 1962 to 1965 marked an increase in Occidental's financial resources of $12,139,337."

Additional national recognition came to the college in a commendatory article in *Time* magazine for July 27, 1962. Describing Occidental as the "little giant" of the west, *Time* paid tribute to President Coons's leadership, to the college's intellectual freedom, its "warm, friendly spirit, first-rate teaching and a taste for the experimental," and described the atmosphere of the college as one of "pervasive concern." A new college history – the first since Robert Cleland's fiftieth anniversary volume of 1937 – also resulted from the diamond anniversary. This was Andrew Rolle's *Occidental College: The First Seventy-Five Years*, published in 1962 by Ward Ritchie '28, who had also printed the fiftieth anniversary history.

In the American collegiate tradition, Occidental carried on an extensive internal analysis. From self-study committees there emerged a variety of suggestions designed to improve the college's effectiveness as a center of learning in the highly-competitive years that lay ahead. One of the most useful aspects of this self-study concerned the role of "the teacher-scholar" in an institution of small size but high quality. Effectiveness in teaching continued to be a prime requisite for faculty appointments and was to remain important for promotion and tenure. Increased efforts were to be made to

seek out and to retain excellent teacher-scholars capable of stimulating the minds of students.

The Committee of '75 acknowledged that teaching occurs under a variety of circumstances (lectures, discussion group, seminar and colloquium, laboratory, and informal meetings). Rarely does an individual teacher excel in all of these, or even in several, but to be effective he or she should excel in at least one category. Effective teaching cannot flow from intellectual indifference or by retreat from sustained effort. It requires the teacher-scholar to keep abreast of developments in his field. Such professors were to be encouraged in their scholarly production and research, in maintaining professional contacts, as well as in understanding the aims and purposes of Occidental. The increasing maturity of the institution reflected a stronger commitment to encourage the growth of faculty stature. Adequate funds to support regular travel to professional meetings and to underwrite predictable sabbatical leaves were henceforth to be seen as a sound investment. There was also a recognition that in a small college, research grants are hard to obtain, especially in the humanities. Research activities not inimical to the basic commitment to excellence in teaching should, nevertheless, be more widely fostered.

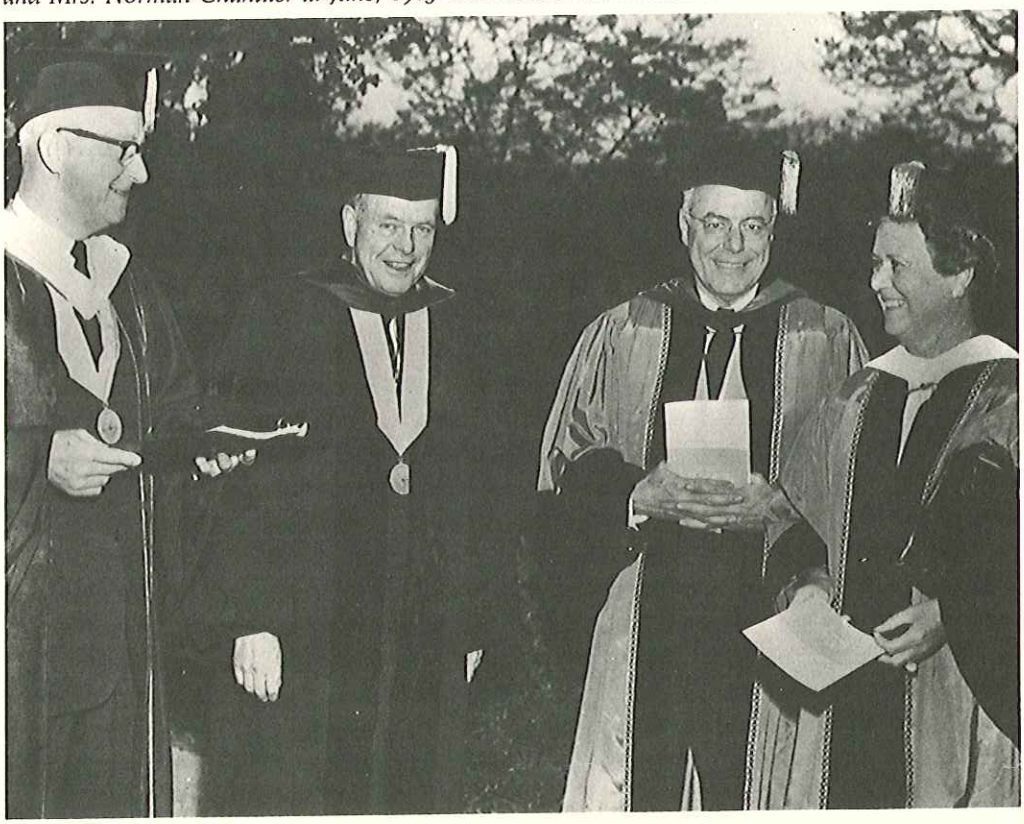
The definition of effective teaching remained a difficult task, made more so because of the tradition that precluded invasion of a professor's classroom to measure performance. But, academic freedom does not mean freedom from responsibility to teach effectively nor should it represent a barrier against some sort of evaluation. Occidental's history of civilization and combined science sequence—which drew on various departments—provided a device for constructive criticism by participants. Student evaluations of teaching were also of some value in identifying weaknesses and strengths. Eventually an annual review of the teaching effectiveness of nontenured faculty emerged, as did a five-year review of tenured professors.

The future of graduate work was one further matter considered within the institutional self-study made during the seventy-fifth anniversary. Graduate work was first begun in 1922. By 1961 Occidental offered work toward the M.A. degree in about one-half of the departments and toward the Ph.D. in comparative literature as well. Approximately fifty students were enrolled for graduate work during the academic year. The doctorates were earned via the Intercollegiate Program of Graduate Studies in which the college had participated since 1952.

Because of the heavy costs of graduate work, there was considerable faculty resistance to its expansion. Although some departments had offered graduate studies for forty years, others had refused to do so. In 1963, the M.A. degree however, remained available in biology, chemistry, diplomacy and world affairs, education, English and comparative literature, history, music, political science, psychology, and speech. After 1964 students were allowed to work toward a Ph.D. degree in Anglo-American as well as comparative literature within the I.P.G.S. program.

The real force behind the college's graduate program was President

President Coons, far left with trustees of the 1960s. Left to right: *Lloyd Austin, Edward Carter, and Mrs. Norman Chandler at June, 1963 Commencement exercises.*



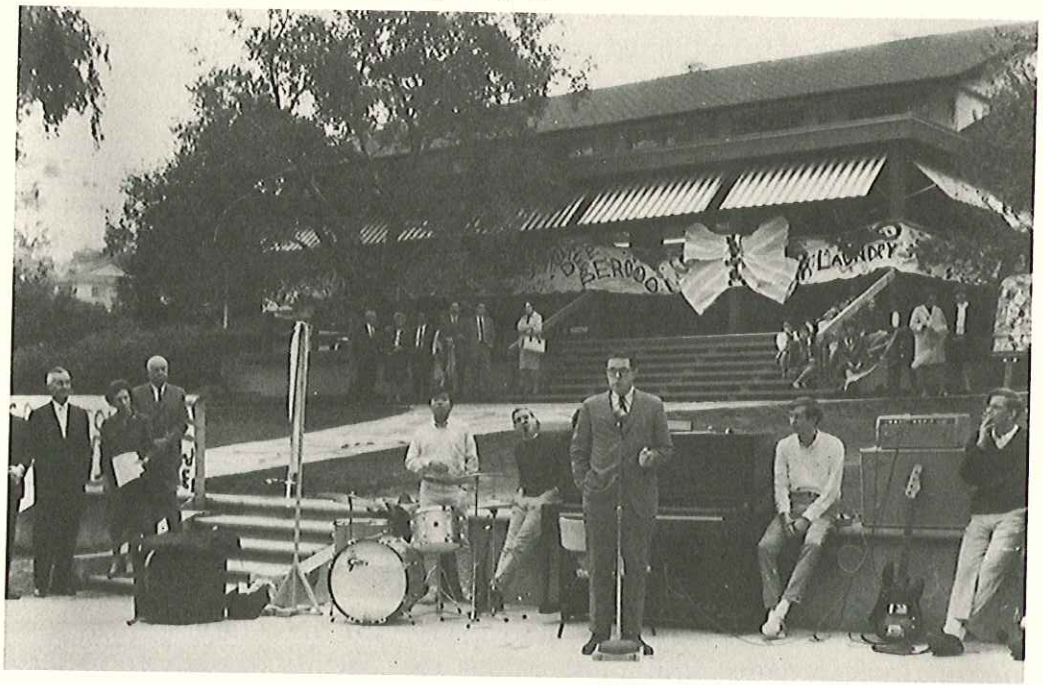
1962

Coons, who envisioned research institutes on the vacant hills back of the college. He pushed for a limited expansion of graduate work, but "at a basic level." By this he meant as cheaply as possible, referring frequently to "the Mark Hopkins on a log approach." Yet he remained hampered by lack of funds. He estimated the instructional time then being devoted to graduate courses as the equivalent of eight full-time professors, which no one dared to challenge. Although Coons hoped to salvage the graduate program by a "one-to-one" system of faculty-student involvement, he was resisted—even in the departments such as history where graduate work had long been offered. These departments were worried about the under-endowment of future graduate-work expansion and overloading the faculty-student ratio. Graduate work was a matter of departmental prerogative and eventually the history and other departments dismantled their M.A. programs. Even the faculty graduate committee ceased to exist, although some departments continued to offer graduate studies. Collaborative research under foundation grants helped such programs along, as did occasional industry and government internships, as in the case of urban studies and diplomacy and world affairs candidates.

By the end of its seventy-fifth anniversary year the college seemed committed (in accordance with a unanimous 1961 faculty resolution) to three

international study programs: 1) travel-study groups in the summer, led by one or more members of the faculty; 2) assistance and cooperation rendered by a faculty "Committee on International Study Programs" to individual students of the junior and senior level who wished to study independently for a semester or an academic year at a foreign university; 3) participation, beginning with the summer of 1962, in a Princeton University program of individual student research, with a view toward later establishment of a similar program at Occidental. The seventy-fifth anniversary celebration helped this cause as it did others.

President Gilman at the Art Barn during the 1960s.



Chapter VIII

COPING WITH TENSIONS IN THE 1960s

1962–1970

RICHARD CARLETON GILMAN, tenth president of Occidental, first became aware of the college when he served as a consultant for the Ford Foundation. In the early 1960s that organization was in the process of awarding its "challenge grants" to colleges of high quality. Gilman was one of the field representatives who evaluated competing institutions. He did not, however, participate in the awarding of Occidental's Ford grant.

In 1965, Gilman, by training a philosopher, was dean of faculty at Carleton College in Minnesota and had taught at Dartmouth and Colby colleges. He had earlier been executive director of the National Council on Religion and Higher Education in New Haven, Connecticut. The faculty committee which aided in the presidential selection process had made a wide search nationally for a successor to President Coons. Gilman was clearly the first choice of Coons and of the trustees. In 1965, Coons was still active as chairman of the state's master plan committee for California higher education. He had been president of Occidental for twenty years and had reached age sixty-five.

Gilman, already nationally known in academic circles, had been one of the organizers of "the Rumper Deans," an informal gathering of the academic deans of Carleton, Pomona, Haverford, Oberlin, Grinnell, Colby, and Occidental, all high-quality colleges. He went on to help organize a similar group of presidents after the trustees named him to head Occidental. The new group, called "the Learned Colleagues," included Swarthmore, Reed, Davidson, Williams, and other colleges. "In these meetings," Gilman recalled, "we talked at the edge of our ignorance and discussed issues and problems candidly and supportively. They're really the best meetings I go to every year." The new president would obviously continue the tradition of keeping touch nationally with the leadership of other institutions established by Presidents Bird and Coons.

President Gilman's inaugural address was entitled "The Conditions for Survival." It proved to be prophetic. He spoke of three conditions for the survival of the liberal arts college: first in priority was faculty development; second came recognition of the variety of experiences during a student's college years; third, he counseled acceptance of the specialization of knowledge without succumbing to it. He also encouraged the faculty to become

more research-minded and professional.

As Gilman took office in the middle of the 1960s, few persons in the college community could have forecast the tumult that lay ahead. The 'sixties would mark the passing of some academic guidelines and a blurring of the parameters of authority between students, faculty, and administration. Nationally an age of controversy was about to descend upon America. "This is the winter of our discontent," read the opening lines of Shakespeare's *Richard III*, a quotation that became especially relevant in the 1960s.

Historically, campus crises come and go. In the late 1930s President Bird had faced criticism for his tolerance of student interest in the Youth Congress, an organization whose Marxist and Leninist leadership ultimately triumphed over its original liberal charter. In the calmer post-World War II era (despite the McCarthy period), President Coons was spared such anxieties. Student pacifist sentiment had died out during the war and in the years that followed it. An inchoate ferment, however, had begun to reappear in the late 1950s. These were times in which the alleged materialistic values of the older generation came under question. The malaise of the young seemed to be symbolized by William Whyte's book, *The Organization Man* (1956), which disparagingly portrayed "the man in the gray flannel suit," as a conformist business-type who had surrendered his soul to the corporation for which he worked.

Gilman's initial presidential weeks started with deceptive calm. In the fall of 1965 Occidental's student government actually approved a statement endorsing the military actions that President Lyndon Johnson was taking in Indochina. Within a year, however, student feeling had changed substantially and the student body president joined a hundred other college leaders in signing a letter expressing "anxiety and doubt" about American involvement in southeast Asia. An atmosphere of protest transformed campus life into a series of crises. Suddenly calls for all sorts of social changes were in the air. By the middle 'sixties a pent-up fury was unleashed against the status quo. Practically every institution of American life came under attack. Conservatives were made to look like outsiders who could not possibly accept social change.

Not only America's involvement in the Vietnam war, but protests against authoritarianism, as well as emerging anger over the denial of minority and women's rights, all exerted pressures on the colleges to move toward reform. Disenchantment with the curriculum spread from campus to campus. Students began to consider their courses antiquated and irrelevant to life outside the college. Meanwhile, demonstrations spread nationally.

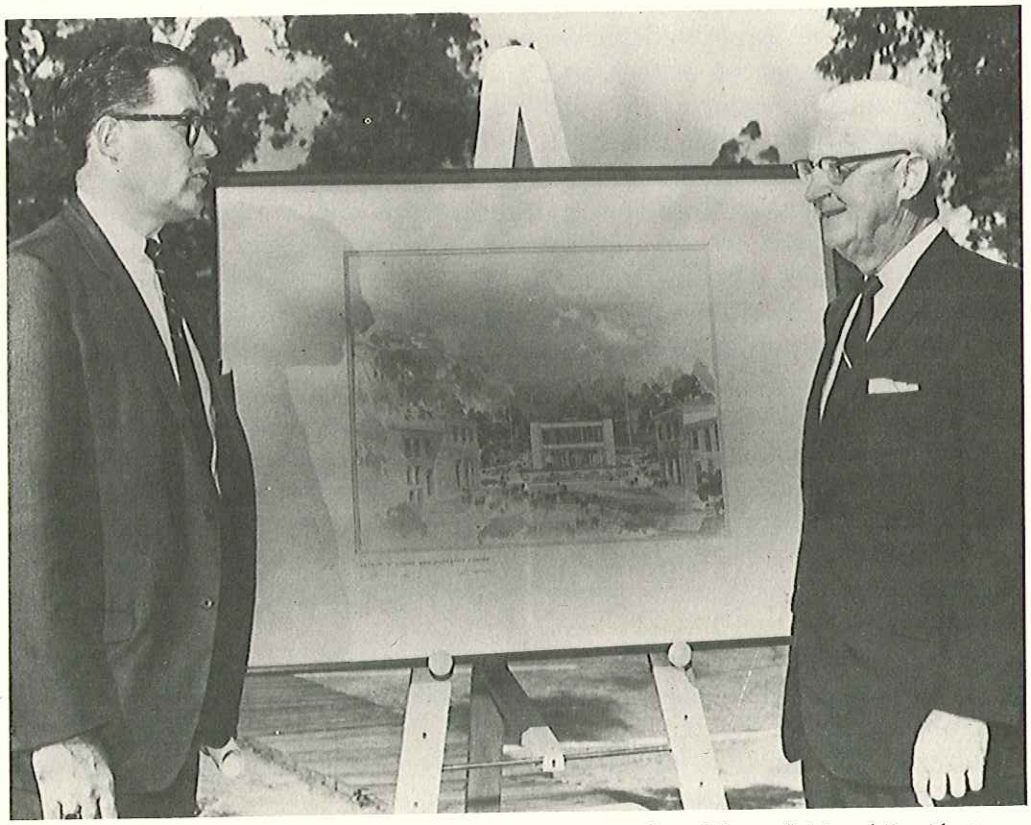
One board member did show that even older folk could be militant for civil rights. This was Eugene Carson Blake, who went on to become general secretary of the World Council of Churches. He joined Martin Luther King, Jr., Walter Reuther, and other national leaders in protests at Baltimore and Washington, D.C. against the manhandling of blacks in southern cities. In the hot summer of 1963, after a protest march to the Lincoln Memorial in the national capital, President John F. Kennedy invited Blake to

the White House for tea, along with other anti-segregation activists.

Massive protests were about to descend upon academia during a period which one writer has labeled "The ungluing of America." Those idealistic students of the 1960s also lived in an age of political assassination during which President Kennedy, the Reverend Martin Luther King, Jr., and Senator Robert F. Kennedy were gunned down. This senseless elimination of new and effective leaders unleashed a wave of widespread anger. Protest movements – sometimes irrational – became nationwide. By late 1964 conditions grew so serious at the University of California in Berkeley that Governor Edmund G. Brown, Sr. ordered state police to break up a sit-in and to arrest the participants. Later Governor Reagan would follow similar tactics. At San Francisco State College its president, the semanticist S. I. Hayakawa personally confronted student demonstrators.

1962–1970

By comparison with the tumult that occurred elsewhere Occidental's protests took the form of demonstrations which were mild though serious as to intent and results. Fortunately, Gilman's five years at Carleton had made him a seasoned administrator. There he had experienced pressures in connection with a "Fair Play for Cuba" committee. At Occidental a major protest was to involve the dedication of a new building. As a parting tribute to President Coons, donors had collected funds for construction of



Viewing plans for the Coons Administrative Center are President Gilman (left) and President-emeritus Coons. Taken at the groundbreaking ceremonies, November 19, 1966.

the Arthur G. Coons Administration Center. At 3 o'clock on May 27, 1968 a group of leading trustee industrialists and philanthropists gathered on the campus to witness the building's dedication ceremony. As if to symbolize the tense years over which Gilman was to preside, a sizable group of demonstrators assembled outside the building during the dedication ceremony. The trustees were about to experience confrontations which Coons and his board could never have imagined. Indeed, he was utterly dismayed by this demonstration.

Students and a few faculty marched from the quad to the new building carrying signs bearing the slogans "Money for Blacks," "This Building Offends Me," and "Dedicate People, Not Buildings." The goal was to voice campus unrest and demand more decision-making power for students in the affairs of the college. The demonstrators stood with their signs throughout the dedication program – to the side and behind the several hundred guests. There was no physical disruption but the benefactors who had provided funds for the Coons center were strongly criticized in a written statement.

President Gilman, in response to earlier rumors that a demonstration might occur at the dedicatory ceremonies, had already sent an open letter to students, faculty, and administrative officers, warning of disciplinary action if a protest rally were to impede or obstruct others in the exercise of their freedom. In addition to the display of placards, students distributed a statement to the assembled guests accusing the trustees of an unsavory financial hold over the college and of representing "vested interests." The unnamed authors argued that students, faculty, and administrators – not trustees – must decide what to do with the college's finances and future.

At the dedication, the student body was not represented by its president. He declined President Gilman's invitation to participate in the ceremony, because, as he wrote to him: "I frankly do not care to share a platform with men and women who have gained their positions in life through the oppression of other humans . . . I may be president of the student body, but I am also a human being and a black man – to accept your invitation would demean myself."

There was one further motive for this unusual demonstration – to express support for a statement issued by the campus task force on minority education. In this new era of egalitarianism faculty members also addressed the rally in front of Coons Hall. Professors David Cole and John Rodes, Assistant Professor Norman Cohen, as well as Jesus Trevino of the United Mexican-American Students spoke, as did Gilman and Board Chairman Graham Sterling.

Some months later, in October, 1968, President-emeritus Coons reflected about what had happened at the building which now bore his name. Always firm and decisive, he wrote a longhand letter to his successor which epitomized the gap that had developed between an older generation and students of the mid-'sixties:

> It pains me to see the ways in which, on those placards and in the student paper, there is a lack of respect, decency, and recognition of the traditions of

the College and of the normal amenities of gentlemanly, courteous civilized behavior; and especially with reference to you. . . . It is immoral to use freedom or good will and tolerance to destroy these same qualities.

Meanwhile, President Gilman faced another issue of great complexity – what to do about student objections to military recruiters on campus. The first overt demonstration against off-campus recruiters occurred in the fall of 1967 when students sat in front of a Marine Corps booth, as if to obstruct access. Two years later the recruiting issue broke out again, although a campus poll indicated that three-quarters of the students favored on-campus recruiters.

Despite the results of the poll, some students and faculty members continued to protest. The movement fragmented, however, over how strident the protest should be. One group felt that either the recruiters must be stopped from visiting the campus, or students should be prevented from keeping appointments with them. The other argued that the recruiters' presence itself had to be disrupted.

Dissent was becoming heated and other issues clouded the campus atmosphere. Political unrest, the growing civil rights movement, and southern oppression of minorities were issues transported onto the campus. In 1968 President Gilman was confronted with a list of demands by the Black Students' Caucus, forerunner of today's Ujima organization. They emphasized the need to recruit more black students, the addition of courses related to black history, and irritation over college investments in South Africa. The last issue would emerge intermittently for years to come

Suddenly on May 28 of 1968 a sit-in, involving some thirty students, took place in Gilman's office, then located in Johnson Hall. He gave the group fifteen minutes to disperse or face immediate suspension. The ultimatum resulted in the evacuation of his office and a hastily-organized conference in which Dean Bollman as well as the Upward Bound Coordinator, and other representatives of the black caucus, participated as did United Mexican American Students or U.M.A.S.

When, in the spring of 1969, campus anti-military sentiment continued to increase, President Gilman declared a moratorium regarding visits by representatives of the military services from January 29, 1969 until March 3, the end of the winter term. He wanted to allow time for all-campus reflection. When recruiting privileges were resumed in the spring term, however, there had been no lessening of student anger. On April 24 there was a special faculty meeting to discuss the escalating issue and a motion to exclude recruiters from the campus for the rest of the academic year was defeated.

This brewing conflict reached high intensity at 11:30 P.M. on April 17, 1969 when Gilman received a phone call from a student who informed him emphatically and repeatedly of his intention to "use a gun" to prevent representatives of the navy from coming on campus the following day. The caller threatened that unless scheduled appointments with navy recruiters were cancelled, he would "do what he had to do." When Gilman declined to give such reassurances, he emotionally told the president to put "his body" in

front of the recruiters when they came on campus. By the next morning the navy had heard of the incident via the Los Angeles Police Department (which had also alerted the Federal Bureau of Investigation), and recruiters cancelled their visit. The offender was suspended from the college after a hearing before the faculty committee on student conduct.

An "Interim College Council" had been formed in the 1969 spring term. It consisted of five students, four faculty members, and three administrators. This body developed and approved a statement, endorsed by the faculty, entitled "Policies and Procedures Relating to Expressions of Dissent Against On-Campus Recruiting in the Placement Office."

In 1969, with public concern over the war in Vietnam mounting, Occidental students held a hunger strike to arouse sympathy for their protest against "military oppression." Some camped out in the quad to demonstrate concern. Non-obstructionists among them held another demonstration in the new administration center at the end of April. That building had become the focus of their frustration.

With campus emotion on the recruiting issue at a high peak, on April 30, 1969, a group of forty-two students held a "sit-down" in the Placement Office of Coons Hall. Other students could not, therefore, meet inside with recruiters from the United States Navy. President Gilman asked newsmen and TV crews to clear the corridors ouside the placement facility so that the student demonstrators could proceed with their plans. When the forty-two students refused to leave the premises, their names were taken and Gilman declared them in violation of college policy. Approximately 200 others sat quietly in the corridors of Coons Hall. Angry letters to the administration increased as the president proceeded to deal with the forty-two students who had broken college rules.

The faculty, on May 2, 1969, voted that the Interim College Council should be the adjudicatory body concerning the sit-in violation. That group held a two-day open hearing in Alumni Auditorium on May 12 and 13. Its members assembled behind a table on the stage of the hall. The place was so packed that loudspeakers were installed to accommodate the overflow assembled outside. After deliberating for many hours, and listening to an attorney hired by the student defendants, the council found the forty-two guilty of obstruction. They were suspended for the balance of the school year but were allowed to make up academic work over the summer and fall terms should they decide to apply for re-admission. Only about half this group chose to return.

At its special meeting of May 2, the faculty had also voted 69–36 to postpone military recruiting on campus until conclusion of the academic year, with college-wide discussion to take place during that period. Gilman's "hate mail" mounted after he implemented the faculty vote to bar military recruiters from campus. One positive result of this action was the establishment of an emergency All-College Forum to which President Gilman invited the trustees:

On Friday and Saturday of this week, May 23, and 24, the entire College will

participate in a two-day discussion of various issues which have been very much in the forefront of campus attention in recent months. These include the relationship between the military and a liberal arts college, questions of social and political interest and concern, the role of a college with respect to these matters, and so on. A special committee is planning the program for these two days, which will conclude general meetings at which 'position papers' will be presented and smaller gatherings for more informal discussion.

Meanwhile a Black Student Caucus demanded the establishment of new policies whereby the college would buy only from "non-discriminatory" suppliers and contractors. This group also pressed for greater student influence upon minority admission, more faculty and student exchanges, funds for a tutorial and counseling program for black students, the hiring of a black assistant for the Urban Studies program, a plan to bring black speakers to the campus, the addition of courses taught by black professors, and a preference to black students in college-owned housing.

Gilman presented a reply to each of the demands, counseling moderation. Meanwhile he also weathered physical threats to his family life. Early in 1969 a pipe bomb exploded near the patio area of the president's house. Although the detonation shook its windows, no one was injured. Those responsible were never found. At about the same time, explosions occurred on campuses at Berkeley and Claremont with a death resulting from the former and a serious injury from the latter.

The May 28 minutes of the faculty indicate that the president received strong faculty support for his stand against allowing students to block access to college property. Indeed, at that particular faculty meeting he drew a standing ovation after explaining how "willful attempts to disrupt will not be tolerated." This was during a period when national "teach-ins" questioned the course of American foreign policy decisions. In an effort to defuse student indignation over the Vietnam conflict, on October 15, 1969 the faculty voted to join other institutions in acknowledging the educational value of a National Moratorium in Recognition of the War in Vietnam.

Significantly, many more campus protests occurred during the Vietnam war than during the late 'seventies and early 'eighties. Because there were so many such outbursts, the college experienced criticism from some alumni and parents as to whether Occidental was being sufficiently firm in coping with dissent. The students who lashed out against "The Establishment," did not realize how limited in power and how internally fragile educational institutions were. Some, simplistically, saw the colleges as pawns of business-trustees, or as satellites of the corporate military sector. Paradoxically, that very economy was continuing to help finance institutions of higher learning.

The Vietnam war and the policies of the Nixon administration, however, must bear much responsibility for campus outbreaks that occurred across the nation. The atmosphere at Occidental remained disturbed but quiet until the spring of 1970. In May of that year emotions exploded on campuses all over America after the invasion of Cambodia and the killing of

four students at Kent State University by the Ohio National Guard. On May 6, Occidental's faculty voted a resolution that allowed professors to suspend classes while extensive discussions between faculty and students ensued. Students manned typewriters on the quad, helping to write over 7,000 letters expressing opposition to further involvement in southeast Asia. These went to the White House, to members of Congress, and to political candidates. The new campus slogan became "Give Peace a Chance." It was reflected in the first point of the faculty motion which urged reaffirmation "of the democratic process and rejection of the use of force—whether employed by those in power or by those in protest."

After the Kent State killings the campus came close to violence. In May of 1970 several student activists sought to lower the American flag from the flagpole near Coons Hall. But another group, equally determined, including a scattering of football "jocks," said they would retaliate if the flag was disturbed. Caught in the middle were Dean of Students Benjamin Culley and Assistant Professor Norman Cohen, who helped to mediate a confrontation. The policy of the college was to condone verbal dissent but not physical disruption, responsible argument but not acts of hostility and aggression. Such an incident was the torching and destruction by unknown persons (also in 1970) of the wooden ROTC Building that had served World War II veterans as a housing unit.

While no good college wished to remain apathetic to criticisms of its motives, the politicizing of academic institutions led to further public and alumni disapproval. Meanwhile, administrators and faculty members sought to keep communication with students open. Kenneth T. Norris, chairman of the trustees, and Robert H. Finch '47 (at that time secretary of Health, Education, and Welfare), participated in student conferences as did other trustees who came onto the campus "to reason" with students. Although students were allowed expressions of protest, the line was firmly drawn when they attempted to obstruct normal campus operations. The college even made plans to prevent an occupation of Coons Hall. But a majority of students did not sympathize with overt activism and certainly not with violence. Like other colleges, Occidental probably lost some financial support as attacks upon academic freedom continued.

The Spanish philosopher Ortega y Gasset maintains that each generation shapes what an institution or a country experiences. As long as the values of what critics called "The Establishment" remained unquestioned, there was a certain continuity in the college's historical development. Some students, and professors too, claimed to see inconsistencies between the private actions and public posture of academic institutions. Alleged shortcomings and charges of hypocrisy were rooted in matters of race, civil rights, rigidity of curriculum, and so-called elitist aspects of education which now increasingly came under attack.

Members of the "now generation" focussed attention on the current scene, demanding "relevance." This trendy term came to mean teaching that was relevant to the reconstruction of society along new lines. Some middle-class

students saw themselves as oppressed and there was much talk of a "generation gap." Campus tensions involved heavy use of a new type of language. The term "letting it all hang out" became a synonym for "liberation" and "self-expression." Determined to be locked into a struggle with authority, certain students sought to find a lexicon all their own.

Sometimes during "the youth revolution" appreciation of the magnificence of the Renaissance, the historic drama of the American founding fathers, or the ideas of Aristotle and Kant took second place to learning as a political act. Some professors too advocated that the curriculum be revised in order to reinterpret contemporary matters. With education seen as a major force for change, book-learning in the tradition of the liberal arts tended to be sidelined for activism. However praiseworthy their ideals, some students of the 1960s engaged in sloppy thinking and transparently sweeping generalizations. They were, however, effective in placing colleges on the defensive. Various overlooked concerns were, indeed, remedied as a result of campus agitation. A new minority scholarship fund grew directly out of the Kent State outrage. The assassination of Martin Luther King, Jr. led to further remedial measures. The first Black Arts Week drew attention to the need for greater ethnic concern at Occidental.

1962–1970

A few members of the faculty found the late 'sixties agonizing. Some of these maintained, almost covertly, that a deterioration of quality accompanied student demands for liberalization of the curriculum and of grading. Perhaps the old schooling was more socially elitist, but its selectivity was, ideally, along intellectual lines, exalting standards rather than causes. Exams were no comfortable ride; students were expected to produce measurable results; all-college course requirements could not be exchanged for electives chosen by students. Critics of America's colleges now charged that one of the detriments of curriculum liberalization was to make education vastly more easy. Few persons on campus during the late 1960s and early 1970s spoke about the quality of the college or the sheer joy of learning for its own sake. Instead, the emphasis was almost wholly on the need for social reform.

The faculty did, however, hold on to some valuable aspects of the former curriculum. One of these was the foreign language requirement, which many other institutions abandoned. Another noteworthy contribution was a continuing willingness to revise the history of civilization course requirements.

In the Vietnam years, emotional cracks developed within the Occidental community, as at other campuses throughout the country. Certain alumni, trustees, and faculty members (some of whom also opposed the Vietnam war) could not understand the "acting-out" of students. Perceptions of the institution were divided. These critics questioned whether a new radicalism would not unbalance both campus liberalism and conservatism as well.

Yet, change seemed to be a pervasive necessity if any sort of even-handedness was to be preserved. Quite suddenly the college simply had to develop new judicial procedures. An informal honor court, in essence,

became a vehicle for the adjudication of student grievances as well as of charges brought for violations of existing regulations. And the new procedures worked quite well, in contrast to the collapse of such processes at some other institutions.

What had come to be called "the Occidental experience" was related to life on campus beyond the classroom. As American society changed its social conventions, shifts in public values were reflected on college campuses. In the 1960s demands for alterations in living arrangements grew strident and pressures built for changes in housing rules. Students protested restrictions on their personal activities. They especially objected to the regulation which the students called "lock out." The women's dormitories were locked at a certain hour each evening. Female freshman students who returned without permission after hours, re-entered their dorms surreptitiously or were let in. If convicted by a women's judicial board, they were punished by being "campused" – having their nocturnal hours restricted. Students came to consider the need for sneaking into dorms a reprehensible indignity as well as a challenge and formed a protest group to get rid of "lock out" restrictions. The system was abolished in 1969 – the same year in which graduate students and selected undergrads supplanted dorm housemothers.

Another student goal was the establishment of coeducational dormitories. On March 18, 1969 a "Committee on College Residence" recommended that six residence halls "go co-ed" (Newcomb, Orr-Chilcott, Stewart-Cleland, Bell-Young, Wylie, and Norris). President Gilman reported to the board of trustees on May 28, 1970 that "coeducational residence has received overwhelmingly favorable student reaction, and as a result two more, Haines and Pauley, will become coeducational next year." There was relatively little parental opposition. Because some dorms remained "single sex," students could choose the kind of living arrangements they wanted. In 1970 the board also allowed liquor to be served in the dormitories in certain social situations.

Football and other sports had once furnished a center around which campus social activities were clustered. Dances, rallies, bonfires, bus trips, luncheons, and parades revolved about athletic team activities. The mid-1960s, however, saw a falling-off of interest in sports. A trend toward individualism dampened interest in team sports, "Doing one's thing," a popular phrase of the 'sixties, did not necessarily involve attending athletic events. By the 1970s apathy toward sports led even the Oxy-Pomona rivalry to suffer. Only in the 1980s did interest in athletic activities again revive.

Faculty members also participated in student protest activities, centered around decisions of the Advisory Council to the President – which initiated the granting or denial of promotion and tenure. President Gilman had increased its power, although the council still remained advisory. On December 7, 1965, Gilman had appointed a committee to prepare "such recommendations as may be appropriate for improvement of communication between the council, the departments, and faculty and administration." These recommendations were adopted by the faculty in the spring of 1966.

One was that the president appoint an *ad hoc* committee to formulate criteria by which faculty were judged for tenure and promotion. These were to be printed in the *Faculty Handbook*. The Advisory Council adopted the report in June of that year, and has been using it ever since.

As early as April of 1965 President Gilman stated that he was prepared to provide new funds for the support and enhancement of faculty excellence. But he proposed a more searching role for the Advisory Council, which had previously met approximately four times a year, and widened its composition and scope. Between 1963 and 1982 the council voted tenure for seventy-two professors while denying it to twenty-two others. Whenever a particularly tense personnel decision surfaced, it was considered gravely by campus opinion-makers, as though the future of the institution would be jeopardized should the college render a negative judgement. Promotion and tenure decisions initiated controversies that were to continue for years to come. The first of these to arouse widespread concern occurred during 1963 (before Gilman's arrival), when a popular professor of religious studies was refused tenure. Two years later denial of tenure to a popular drama specialist became another "high decibel" cause as his adherents were outraged by that decision. As more controversial decisions were handed down during subsequent years, resentment arose. Virtually every negative personnel judgment was protested by the student newspaper. Campus opinion repeatedly generated pressure upon the Advisory Council to reconsider negative promotion and tenure decisions. In a few cases the council reversed itself when new evidence or a change in its membership occurred. The council was not free of personal factors although it sought to be objective in its judgments. Actually that body proved far more flexible than campus opinion believed it to be.

1962–1970

In earlier years the repeated public airing of faculty personnel decisions would have been unthinkable. The times had, indeed, changed in academia. As other faculty personnel disputes ensued, hearing boards had to be convened. From 1972 to 1983 nine such boards met, five of these during the academic year of 1982–83 alone. The 1966 modifications of the *Faculty Handbook*, intended to codify faculty personnel decisions, hardly quelled the campus outbursts that occurred each time a negative judgment was announced.

Further confusion occurred after 1978 when the trustees added institutional and departmental considerations to previous criteria regarding the awarding of tenure and promotion. During 1980 two personnel cases became especially significant because they involved trustee concern about the "tenuring-in" of academic departments of the college. President Gilman assured the board that the academic qualifications of both candidates were so outstanding that the faculty had no wish to see them leave. As a result, after much reconsideration, the trustees granted both professors involved tenure and promotion. Since the early 1970s the percentage of tenured faculty had increased to sixty-five percent. The annual rate of tenure growth and the staff's age-profile suggested that the figure for tenured professors might reach eighty percent by the 1980s. Hence, in 1978, the college instituted an infor-

mal early retirement plan. This encouraged a few retirements, followed later by many more; by 1985 tenured faculty had fallen to below sixty percent.

Academic freedom was never an issue in any of these personnel cases. And, almost forgotten in the making of complicated personnel judgments was the fact that elected and conscientious members of the council struggled to be fair. Tenure and promotion, not automatic, are sometimes denied to attractive individuals. The hiring or termination of faculty members, particularly when such persons symbolize minority concerns, can lead to strident emotion on any campus, especially when charges of injustice arise.

After 1966, student ratings of faculty proficiency by use of evaluation forms increased the amount of available information about course content and professorial skills. Later this was followed by periodic reviews of administrators and departments, sometimes involving judgment by off-campus professionals. The subjective superficiality of student evaluation forms, however, drew increasing criticism. Young faculty members, especially, felt they were forced to endure a popularity contest as their future was being decided. James England, dean of the faculty, agreed and once labelled student evaluations "a form of static whose discharge of emotions was sometimes undecipherable." He also called the evaluation process "plebiscite by an unknown constituency."

By its nature an academic community is open to criticism, even if a college or university tries to accommodate conflicting claims to truth. Sometimes such demands become overwhelming. During the 'sixties some untenured faculty members did not hesitate to "go public" in a quest for student support. Certain older faculty were shocked to see personnel matters argued in the campus newspaper. Administrators were forced to develop a high tolerance for frustration, as their decisions repeatedly came under fire.

Some personnel matters could not be discussed publicly and these required confidentiality. For example, the college has always been critical of faculty who fail to fulfill contractual obligations while accepting part-time employment elsewhere. In an attempt to buttress individual salaries, "moonlighting" grew during the 1960s. It was a time of great educational growth in neighboring institutions and little could actually be done to prevent faculty from teaching off campus.

President Gilman took much of the brunt of campus disapproval whenever the advisory council recommended a negative personnel decision. This scarcely improved his popularity. The council remained an unusual institutional arrangement by which the college president sits with the very group that is supposed to give him advice. Yet he is not a member in quite the same way as the elected professors. He does not vote with them but receives their recommendations. Final personnel decisions are forwarded by the president to the board of trustees. Repeatedly, attempts to change the format of the council have been rejected by the faculty itself, which continues to prefer that the president sit with the council as a non-voting member during its deliberations. As may be recalled, the advisory council was originated by John Willis Baer, a non-academic president who needed professional

counsel. Today's academic environment is vastly different.

Meanwhile, Gilman focused more attention upon institutional and faculty development. Prior to 1965 little had been done at Occidental to recruit faculty nationally. He therefore instructed Dean Bollman, and successive deans of faculty, to conduct personnel searches throughout the country, with the result that an increasing number of faculty were hired with eastern and midwestern degrees. He also established a faculty research and development fund, based upon a similar plan at Carleton College, where he had been the dean.

Although hampered by the confusion of the 'sixties, Gilman sought to improve faculty incentives. In 1966 he suggested changing the nature of the faculty awards, begun in the late 1950s. These had featured annual lecture presentations by a recipient chosen by a trustee-faculty committee (a silver paperweight plus $500 accompanied this honor). The new plan, operative from 1966–1972, was re-titled the "Faculty Achievement Awards." The same amount of money still went to a member of the faculty at each of the three professional ranks, but after 1971 awards went to three members of any rank. Nominees were originally chosen by a faculty-administration committee on the basis of effective teaching, professional achievement, and service to the college. These remained the criteria for promotion and tenure.

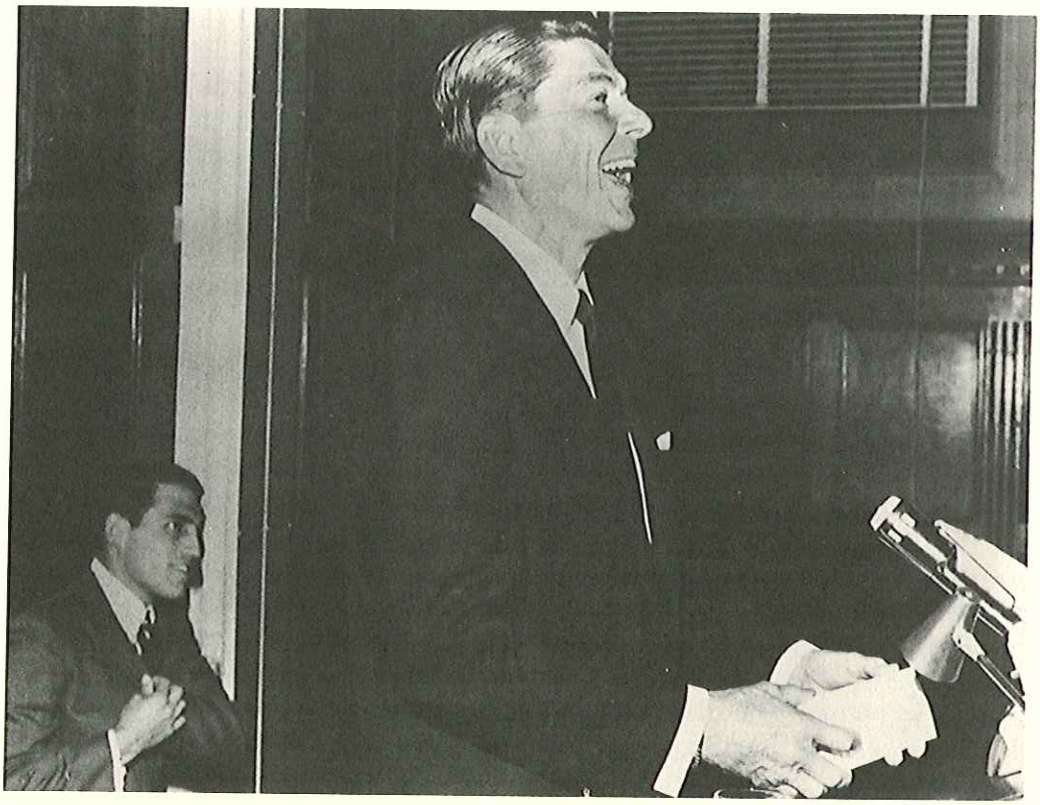
1962–1970

In 1973 the "Graham L. Sterling Award" supplanted the latter plan, with the sum of $1,000 to go to a member of the faculty selected by the advisory council in recognition of teaching, service to the college, and, in particular, distinguished professional achievement. Another $500 was also to be awarded to the department of the faculty member so honored. In addition to these awards, since 1966, the students, in memory of Professor Donald Loftsgordon, have given $100 annually to a member of the faculty selected by the senior class in recognition of ability to communicate with and to inspire students.

Despite the turmoil of the 1960s, Gilman achieved success in seeking new donors and building a vigorous board of trustees. Some faculty members and students remained unaware of the heavy investment in administrative staff time devoted to the cultivation of corporations, recruitment of superior personnel, and the supervision of investments, equipment, grounds, and buildings. A feeling of pride in almost every college accomplishment—small and large—was common during the struggling earlier years of the institution. More recently, there has been a tendency to treat even major achievements as routine. The president could announce half-million dollar grants with little but a perfunctory campus response. Perhaps success had raised the expectations of faculty and staff. Yet, financial prudence had been the basis for the college's material achievements. Because, from the mid-1960s onward, the real income of professors continued to shrink, faculty applause was difficult to maintain. Faculty self-interest did not always mesh with the goals of the trustees and president.

Sometimes national considerations influenced institutional considerations. The role of science had increased in public importance during the

Ronald Reagan at Alumni Hall, March 8, 1966. He was then a candidate in the Republican primary race for the governorship of California. At left Wayne Greenspan '68.



space race with the Soviet Union. Gilman's arrival coincided with a leap forward in available foundation support for science education. For this reason he invited the chairmen of the college's science departments to prepare five-year plans for the development of staff and equipment. This procedure not only provided a new stimulus for the science faculty, it also prevented an important segment of the college faculty from drifting without proper funding.

One of the most ambitious plans presented by the science faculty came from the biology department which requested the addition to their staff of a biochemical-geneticist. This was a big step toward modernization of the science curriculum. Molecular genetics, based on microbial and sub-cellular systems, had become one of the most productive specialties of modern biology, leading toward greater understanding of the mechanisms of gene structure. While the department had introduced aspects of molecular biology into the curriculum (with the aid of National Science Foundation grants for instrumentation), a recently-trained person was badly needed. This position, filled in 1973 by Professor Laura Mays, recharged student interest in biochemistry. Her appointment led to creation of a biochemistry major within the department of biology. Subsequent staff appointments further strengthened that department.

It also became possible to add new positions in geology, mathematics, physics and psychology. These and advances in equipment and facilities made Occidental more truly a college of liberal arts and sciences. Much of the cost of the new scientific developments was funded through foundation grants. Back in 1966 the institution was one of two colleges in the west (the other being Reed) to receive $400,000 of unrestricted funds for science education from the Alfred P. Sloan Foundation. The next year, $250,000 came from the National Science Foundation as well as $150,000 from the Research Corporation. Professor Frank P. DeHann of the chemistry department was designated project director for grants which made possible enlargement of science faculty, acquisition of field vehicles, and release of staff time for research and travel. The science faculty was ready with attractive plans at the precise time when foundations wished to aid strong liberal arts colleges. In 1969, reflective of this new interest, the faculties of Caltech and Occidental voted to exchange students in courses at each institution, ratifying an agreement between Presidents Harold Brown and Gilman.

Research in science was also stimulated by the new national funding. Biologist and botanist William Theobold led students in comparative anatomical studies; Martin Morton headed investigations of avian physiology while in geology David Cummings continued research in geophysics and astrogeology; Joseph Birman accelerated work in the location of groundwater; William Morris expanded the scope of his Mexican and Montana field trips in search of paleontological specimens. In physics, Stuart Elliot worked on optics and Timothy Sanders examined theoretical physics in hypernuclear decays.

Foundation grants also made it possible to double the size of the Moore laboratory of zoology, creating space for research on vertebrates, while retaining its utility as a small but important avian scientific museum. The zoology laboratory was remodeled to accommodate a marine facility that included an aquarium room with two 2,000-gallon salt water tanks and a vertebrate physiology laboratory with preparation rooms for avian physiology.

In 1969 yet another gift materially enhanced Occidental's science offerings, as the 'sixties slid imperceptibly into another decade. That year alumnus Gilbert C. Van Kamp gave the college the eighty-five foot vessel, *Vantuna*. The biology department began immediately to utilize it for oceanographic and research purposes. The vessel's heavy duty winch (the result of an N.S.F. grant) allowed samples to be taken from depths up to 7,000 feet. The *Vantuna* also became available for rental to other institutions, which helped to defray the expense of maintenance, the employment of a small crew, and the use of a mooring at Wilmington in Los Angeles harbor. This new resource represented another important advance for the science program.

In the 1960s the computer age came to the college. Mathematician Charles Seekins was the first coordinator of this new resource. At first the college leased computer time from outside sources or rented equipment. Then, in

1964, trustee Stanley Johnson gave an IBM 1620 Model II computer to Occidental. It was quickly put into use for student registration as well as for keeping payroll records. The first alumni directory was produced by computer in 1969. Voluntary classes, without credit, were organized in the use of Fortran language and information retrieval systems. The 1620 unit was eventually moved from Swan Hall to a computer center in Coons Hall. In a few years terminals were to multiply until virtually every building on campus had outlets. Furthermore, students clamored for access to computers. The departments of physics, economics, psychology, and mathematics would eventually assign regular class work on these machines. From 1964 onward, the college's annual "Mathematics Field Day for High School Students" utilized computers in conjunction with tests taken by visiting contestants.

New developments in the social sciences also occurred on campus during the 1960s. Student interest led to establishment of "American Studies" as a new academic major in 1968, and expansion of area courses in the Asian, Hispanic-Latin American, and Soviet fields. A revived college scholar program got underway that year as well. It was aimed at bringing together the ablest advanced students for interdisciplinary seminars. In 1968, the philosophy and religion offerings were divided into two separate departments. Beginning in 1967 an interdepartmental Master of Arts degree in urban studies became available. The National Urban Studies Organization had begun this program at Yale. Its fellows came to Occidental for further training in the field. Financial assistance came from the Coro and Connell Foundations. Also, for several years, aided by a grant from the United States Office of Education, a Master of Arts degree in urban teaching was administered by the department of political science.

The humanities too underwent change. After the retirement of art historian J. Donald Young in 1962, the department of art veered toward greater emphasis upon modern nonrepresentational art under Professors Constance Perkins, Robert Hansen, and Linda Lyke. They had joined the faculty during the years 1947–1976. Later the balance toward more traditional art history would be restored once again, but contemporary art was in fashion in the art world of Andy Warhol and Frank Stella. Repeatedly Thorne Hall's art exhibitions reflected this modern emphasis as did student creative projects in the Art Barn.

Accommodation and change continued during the 1960s. In 1966 the first Catholic masses were celebrated in the campus chapel. That year weekly compulsory convocations were terminated. In 1969 the titles of dean of men and women were eliminated in favor of associate deans of students. Finally, in 1970, student government was for a time actually discontinued; some students were apathetic while others, paradoxically, made demands on the faculty and administration for greater influence in college decision-making.

From the 1960s onward, faculties across the country could not agree about one subject – grading standards. At Occidental the year 1966 saw the inauguration of pass-fail and credit-no credit grading. By 1970 a campus symposium still could reach few conclusions about grading. Inside and out-

side the institution, proposals were repeatedly made to abolish D and F grades. Traditionalists, worried about softening the college's reputation, urged the Educational Policy and Curriculum Committee not to give in to any new system of grading that endangered the college's quality. In the end the faculty authorized grades of pass and fail only in those courses where permission was granted by the instructor. But no faculty consensus was ever quite achieved regarding the role of grades in the educational process. The faculty did hold fast to language and admission requirements.

In the 1960s Occidental participated in some firm advances in minority education. These reflected a national mood to eliminate bias from American life. In 1964 the college received a prestigious Rockefeller Foundation grant for recruiting disadvantaged students as well as for financial aid to minority members. An additional grant in 1965 brought the total Rockefeller money awarded for this purpose to $550,000. When foundation funds ran out in the 1970s, students worked to continue the minority program. They offered long walks by faculty and administrators, urging sponsors to pay the Scholarship Fund for each mile walked. Student organizations made direct contributions; chapel offerings were donated; graduating seniors returned refunds on their caps and gowns; and they sponsored two exhibition basketball games, one with the "Bill Cosby Show" and the other with the "Greg Morris All Stars." In May, 1970 a Faculty Minority Scholarship Fund was established.

1962–1970

Occidental's location in an increasingly Hispanic neighborhood prompted a special responsibility toward students of minority background. The college responded to charges by its Latinos that it was not doing enough for minorities by seeking to make its educational program more representative of the surrounding society. But the administration cautioned that, unless discussion continued, a breakdown in communication could harm the very ideals which minority members championed. With confusion and frustration in the air, it would have been easy to slip into compulsive and doctrinaire rigidity. Instead, faculty and staff sought to maintain institutional integrity in a free society while moving toward reform.

The library too was affected by ethnic concerns. A Current Affairs Reading Room was established in 1971 for uncataloged files relating to foreign cultures and as a place for books on ethnic subjects, including those about Blacks and Chicanos, Asian-Americans, women's studies, ecology, as well as the environment. The Chicano students felt so strongly about retaining their campus identity that a Chicano Studies Room was established in 1972. Paradoxically, two years later, sixty-four percent of the students polled voted to drop the college's language requirement. The faculty had refused to do so in 1972, but by a slim vote.

In the fall of 1979 the college established La Casa Hispanica, a "theme house," to afford students of Hispanic and other national backgrounds an opportunity to live in an environment which emphasizes the peoples and cultures of Latin America and the Caribbean. "La Casa," as Hispanic students refer to it, functions as a social support for the college's Latino

students as does a "Black Theme House," established in 1981.

From the 'sixties onward, students felt true concern for the underprivileged. Into the 1980s the Upward Bound program brought high school youngsters from inner city schools to Oxy on Saturdays and in the summer for special classes. At first some were suspicious, restless, even resentful. But, under the direction of Steve Holeman and his successors, they got to know each other and to appreciate new opportunities at the college. Clancy Morrison's special meals helped along this particular cause. She herself had become a college institution, remaining in charge of the food services from 1944 into the 1980s, except for a brief "retirement" in 1975, which ended when the college asked her to return to the campus in 1977.

The issue of whether the college was to be a center of learning or an agency for social change remained unsettling nationally as well as locally. As the student lettuce and grape boycotts of the late 1960s receded into the past, campus interest turned to other human rights involvements. In place of the earlier concern for the plight of Cesar Chavez's farm workers, faculty and students repeatedly criticized South African investments made by the trustees with college endowment funds. From 1966 onward, attempts were repeatedly made to influence the trustees to change the portfolio of college-owned stocks invested in South African countries. This effort occurred on other college campuses as well. Eventually the trustees created a standing committee on corporate responsibility, but strong disagreement regarding this touchy issue persisted.

Campus life in the 'sixties was not all grimness. The students took care of their needs admirably. One of these involved transportation. In 1966 they purchased the first of four new Volkswagen buses, set up their own transport system, and called it the Bengal Bus. This service remains available to undergraduates without charge. Buses make regular runs to two airports during vacation periods, to U.C.L.A. and to outlying communities for shopping trips throughout the year. Stephen Perry '72 expanded campus busing and, after his graduation, became the planning head of the Los Angeles Rapid Transit District, having previously received a Watson fellowship to study European transport systems.

In the 1960s Occidental also continued to improve its physical resources. One of these was the heavily-used Hillside Theater, which was severely limited in backstage facilities and audience amenities. In 1962 the original wooden seats were replaced with concrete ones and three years later, dressing rooms, scenery and costume rooms, a ticket booth, new lighting, and rest rooms were installed. The summer drama festival, begun modestly many years ago by Professor Omar Paxson, became popular for its first-rate productions. On July 12, 1971, two months after former President Bird's death, the Hillside Theater was renamed in his honor at a ceremony attended by his widow, Helen Bird.

In 1965 construction of more campus buildings and enlargement of old ones began. These included an experimental Drama Workshop, the former Women's Gymnasium (remodeled into the Art Studio), Alumni Gymna-

sium expansion, and completion that year of the Frank Neill Rush Gymnasium. Rush, former chairman of the trustees, did not want this building named after him, but its major donor insisted.

The next year saw the dedication of the Eileen Norris Residence Hall. Funding for such structures was difficult to obtain. In the case of Norris Hall—planned during the Coons administration—the only way in which that dorm could be filled was to expand enrollment by sixty students. The entering freshman class was, correspondingly, boosted from 397 members in 1965 to 471 in 1966, partly to fill this revenue-producing dormitory. In 1968 the Coons Administration Center was completed and in 1969 the Moore Laboratory of Zoology was enlarged. Thus the 1960s ended in a burst of activity and growth in contrast to all the rancor which had also marked the decade.

1962–1970

Homecoming Day, November 6, 1965 as President and Mrs. Gilman congratulate Mr. and Mrs. Frank Rush at the dedication of the Rush Gymnasium.

On June 11, 1967 Ansel Adams, photographer and conservationist, received an honorary degree as did Robert Finch '47, then Lieutenant Governor of California. Left to right Dean of Faculty Robert Ryf, Former Chief Justice Earl Warren, President Richard Gilman.

Chapter IX

THE 'SEVENTIES

SEEKING QUALITY AND STABILITY

1970–1979

THE BLATANCY OF THE 1960s had tested a new president. The Gilman leadership style involved careful gradualism. He continued to face tough and unpopular issues in a low-keyed, sober, nonflamboyant way. He was not complacent, yet did not work in the headlines of the college paper. Nor did he choose to answer publicly the hate mail he received. To use the vernacular of the time, he was "laid-back" and did not "lose his cool." Understandably, Gilman's approach to problem solving did not endear him to all persons, especially to the young faculty members caught up in the backwash of the "youth revolution" and the disastrous Vietnam war. As for the older academic generation, it was accustomed to Coons' more openly authoritarian leadership. But times had changed. Furthermore, Gilman's dedication to Occidental gradually came to be recognized as comparable to that devotion to the college of Presidents Bird and Coons. No one has ever worked harder on its behalf.

As both faculty and students pressed for more reforms, Gilman relied increasingly upon staff members to help him formulate sensitive decisions. For these had become much more complicated than in earlier years. Eventually the strident campus mood of the 1960s gave way to more subtle faculty and student pressures for reform. Yet, a variety of conflicts during the 1970s sprang from the turmoil of earlier years. One of these involved a shift of campus power. The Bird and Coons years were hardly notable for the faculty's assertion of its prerogatives.

As we have seen, the college repeatedly faced challenges to personnel decisions by the president's advisory council. Its judgments were sometimes strongly contested both by individual departments and by students. Denial of tenure and promotion to popular professors after 1965, led to strengthening of committees which touched upon personnel matters. Federal laws protecting workers—administered by the department of health, education, and welfare, as well as state agencies—henceforth would also influence all faculty and staff hiring practices.

In the atmosphere of the early 'seventies, when national attention was focused upon improving the status of culturally-disadvantaged persons, there were those who would have liked Occidental to move more rapidly

toward accommodating the many rather than demanding excellence for the few. In the 1980s further advances in recruiting minority students and faculty members would take place. Meanwhile, the college sought a larger pool of applicants. But its rate of progress toward equal-opportunity employment was constantly criticized.

An explosion of committee activities from the middles 1960s onward diminished faculty energy available for research and the nurture of students. The college's files from the 1960s onward bulge with committee minutes. Yet there was some justification for this flurry of paperwork. For the faculty was now determined to increase its share of decision making. The Coons era had faded and a stronger faculty insisted upon improvement of communication between all segments of the institution.

After 1976 the faculty made a fleeting attempt to reduce the number of professors appointed to its committees. But, gradually, the membership of committees continued to grow. Another trend was the expansion of administrative posts. "The Administration" once consisted only of the president, a dean of faculty, deans of men and women, a registrar, comptroller, a director of admissions, and an alumni secretary. In 1961 the college had created the position of dean of students. By the 1970s, these administrators were supplanted by new positions, accompanied by added staff. Concern for career placement and student counseling grew, as did a need for minority admissions and financial aid officers. Fund raising, once handled by the president alone, now required the addition of "development" staff members.

Computer technology had long since replaced the stalwart hand-written work of Registrar Florence Brady. Expanded accountability for federal and state funds now required new mechanical procedures. Federal regulations added heavily to the staff work load. To coordinate all these complications Gilman used the Central Administrative Committee, a steering group that he had created early in his administration.

Students now began to sit on some faculty committees and to serve as advisory departmental consultants, especially in searches for new faculty members. A Student Coordinating Committee administered the student body while a Residence Council worked with student head residents who took the place of the dormitory house mothers of the past. All dormitories were eventually staffed by undergraduates under the guidance of a director of residence, a position created in 1970.

Almost imperceptibly during the 'seventies there came a change of tone on campus. Nationally as well, the public mood was different. In the 1950s students and parents alike saw the colleges as quiet places, offering escape from the severities of the workaday world. By the 1960s some students had demanded that campuses become instruments for social reform, not training grounds for future careers. In the 1970s collegiate institutions returned to the idea that preparation for professional life was one of the basic reasons why parents agreed to pay soaring tuition fees. With more students going into the business world, fewer automatically moved on to graduate work. Declining national college enrollment caused some institutions, among

them nearby Immaculate Heart College, to close. Students, of course, differed both as to personal goals and regarding their expectations while in college. For the most part the colleges had grown weary of costly and divisive strife. Instead of the exhausting turbulence of the past decade, demands for radical reforms now gave way to preoccupation with such matters as finding a job after graduation.

As the crisis atmosphere of the 'sixties receded somewhat, traditional academic concerns again seemed important. Among these was further curriculum revision, a never-ending faculty interest. The curriculum continued to move toward flexibility and openness. Encouraging experimentation, the faculty abolished some past requirements, among them, in 1972, physical education. Courses that smacked of vocationalism continued to be resisted. Because of the proliferation of courses, each new offering had to be justified before an Educational Policies and Curriculum Committee. The faculty also refused to abolish both the language and comprehensive examination requirements for graduation at a time when subtle pressures, partly national, were diluting course requirements and grading standards across the country. Occidental was not, however, completely immune to these trends.

1970–1979

In the 'seventies the trustees turned down several offers that a law school be added to the curriculum. Such schools are high revenue producers, and had already been acquired by other southern California colleges. But Occidental is not a graduate institution and its central purpose remained—to produce literate and well-rounded undergraduates, rather than to provide advanced professional training. Graduate work continued, but in fewer departments, and the awarding of M.A. degrees dwindled each year.

Repeatedly some members of the faculty attempted to retain those required survey courses that assured a basic fund of knowledge, and were especially useful for poorly-prepared students. But, during the spring of 1969, a student walk-out occurred in the history of civilization course. This was the first of similar boycotts. Because of increasing objections to "Civ," the faculty appointed a committee to rethink the structure and content of both the history of civilization and natural science programs. Late that year the faculty voted to replace these two required courses with a new general studies program to begin in September, 1970.

Arguments still abound as to why this rich and valuable course was abandoned after operating successfully for 22 years. In an internal memo (1976) Dean of the Faculty Robert S. Ryf offered his explanation of what caused the demise of "Civ:"

> It was attempting to be all things to all people. New lectures were introduced as new issues pressed for attention, older lectures were necessarily excluded. Toward the end it became a course in current issues and 'relevance' rather than a history course, for history itself became something to be revised or rejected. The result was that the course varied widely from term to term, year to year, and . . . lost rationale and coherence.

Ryf also described the "increasing politicalization" of the course: "Some lectures were cancelled abruptly, or boycotted, or replaced in a few instances by ad-lib presentations." As the course "became a convenient arena for advocacy, . . . order, discipline, and structure faltered. The outcome was inevitable."

There was a wide difference of opinion as to why the faculty discontinued the "Civ" course. Its long-time director, Professor Robert Winter, cited two other forces. One was a movement to broaden the base of the course. This came into conflict with a tendency toward specialization especially among the younger, newly-hired professors. The older generation which had guided the course had fashioned a conservative multi-cultural approach. But, until the Ford Foundation, in 1965, supported addition of an African-Middle Eastern specialist in history and of an Asian art historian, little progress could be made in widening its spectrum. For five years new lectures were injected into the course in order to combat ethnocentrism. During that period "Civ" became more of a world history sequence. When the Ford money ran out, the college kept its promise to retain the two specialists who had been added to the history and art departments. But this was not enough to placate criticism. According to Winter:

> In my opinion what killed Civ was a faculty that balked at teaching a course which was becoming more and more cosmopolitan at the expense of a second or third lecture on their favorite subject. . . . The course died because of the failure of the faculty to change with the times. . . . It suffered also from the imposition of the instruction on the younger faculty who had been trained to specialize and thus were just as uncomfortable in Civ as the oldsters.

For too many professors the course had become a joyless exercise. The dedicated faculty that had put it together gradually dispersed. These generalists, most of whom did not publish their work professionally, could not seem to understand the aspirations of the young specialists being hired by the college. Some of these newcomers seemed more concerned with the criteria for promotion and tenure than the importance of a survey course to the goal of general education.

Nationally too, meanwhile, some faculty critics charged that "Western Civ" courses had tended to develop racist, sexist, and imperialist slants. At Occidental the most common complaint was that the course featured the Anglo-American experience over the story of the emerging third-world countries—especially Asia, Africa, and Latin America. Science, black history, and the role of women also seemed to be slighted. Adherents of the course pointed out, however, that "the rise of the West" was the dominant phenomenon in the recent history of mankind. Alternately, there was a growing tendency to overlook the academic merits of "Western Civ" courses on many campuses. Students were in danger of losing the commodious historical perspective they sorely needed not only upon arrival in college but through graduation.

The new general studies program which took the place of the history of

civilization course was designed by a committee headed by mathematics professor Benedict Freedman. The plan called for a sequence of courses built around the research interests of individual faculty participants. (Some of these courses would be retained by departments even after the demise of the general studies program.) This approach introduced a topical rather than chronological view to history; it provided unique interdisciplinary interaction and opportunities for sustained independent work by students.

For three years, as part of this general studies experience, students and faculty utilized a course called "The Reality Construct." This was a simulation game in which participants assumed the characters of political, military, and cultural figures of European history in the year 1908. The course consisted of a month of intensive study and another thirty-day period during which six months of Europe's pre-World War I atmosphere was historically recreated. The Reality Construct, led by Professors John Rodes and Robert Lear, was built around historical feasibility rather than fantasy.Students tracked down relevant primary sources and learned the techniques of playing a leadership role in their assigned country's best interests.

On November 21, 1973 the general studies sequence gave way to yet another all-college curricular experiment. The faculty now voted for an intensive one-year "Collegium" and for a series of "Perspectives" courses that dealt with various areas of the world—including Asia, Latin America, the Middle East, Africa, Europe, and with "the American experience." That year all courses related to women's studies were grouped together.

In longevity the Collegium is second only to the earlier history of civilization sequence as an introductory general education course. Its initial faculty was headed by Professor Lewis Owen, who selected a small but diverse group which taught cooperatively. Their taste for experimentation as well as for extensive coverage, flourished. Some of the college's most creative recent graduates have acknowledged the quality of their experience in this course. Eventually the Collegium had almost twice as many applicants among matriculating freshment than it could handle.

On January 13, 1978 the faculty devised a "core program" in the liberal arts. Just as the history of civilization sequence, begun in 1947, was ahead of its time, the 1978 core curriculum was adopted a full two years before Harvard University's widely-touted similar offering. The Occidental faculty, characteristically in advance of the times as to its general education programs, now put together a two-term European culture course required of all freshmen. It still features interdisciplinary study of European civilizations within their larger, world contexts. "European Culture" focuses on significant human issues that reappear throughout history. The course provides the foundation of Occidental's "Core Program in the Liberal Arts." Designed to be flexible yet comprehensive, the core program ensures that by their junior year all students will have some academic experiences in common. All students also take two courses in science, one course in mathematics, and one course exploring a creative art. They study non-European cultures in an area-studies course and may choose a team-taught course on Asia,

Latin America, Russia, or about global matters. Contemporary American culture is explored through a team-taught course covering America since World War I or any of a number of courses addressing current issues. The pattern for this approach originated in the earlier General Studies Program with Professors Gilman Alkire and Lawrence Caldwell's "Russian Experience" course.

Meanwhile, the work of entering students continued to bear the marks of inadequate high school preparation. In 1974 the faculty had to enact a writing requirement. This tested the writing ability of entering freshmen and again at the junior level to insure that those vital skills had not perished in the interim. A Faculty Writing Proficiency Committee, headed first by historian Andrew Rolle and later by mathematician Benedict Freedman, supervised and graded samples of student writing, a tedious and costly process. A writing specialist, Adrienne Robins, was available to help students requiring tutorial help with basic English expression. For the first time in the college's history, students were arriving with little or no experience in writing term papers, reviews, or other literary exercises. Although the new requirement was first greeted with a measure of hostility, the attitude of students slowly changed from resentment to restrained appreciation. As good writing is an important predictor of future achievement, the Faculty Writing Proficiency Committee placed much emphasis upon monitoring the skills of students.

The core program included Freshman Writing Seminars, required of all students. When writing skills falter, a student may be referred to the writing specialist. Prior to graduation he or she must again face a two-hour examination for evaluating writing ability. A few had to postpone graduation until they fulfilled the requirement. In all these ways the faculty sought to deal directly and constructively with poor preparation at the secondary school level.

These curricular innovations took place during a period of massive inflation. Fortunately, the college has enjoyed almost uninterrupted annual increases in giving. Details concerning the largest financial gift in the history of the college took many years to settle. In 1964 William M. Keck, principal owner of the Superior Oil Company, died. When his will was probated that year, an article appeared in the Los Angeles *Times* stating that shares of stock in his company, with an estimated value of $3,170,000, were to be placed in a trust for the benefit of Occidental, one of several institutions favored by Keck's will. These included Pomona College, the University of Southern California, and Stanford University. Settlement of the estate was slow. Not until 1974 did the college receive its first dividends on the stock. Meanwhile its book value for Occidental's share of the Keck bequest had increased by 1985 to $22 million.

Yet another gift had direct instructional application. This was the Charles R. Blythe Educational Trust Fund, established in 1976. The original sum amounted to $75,000. Donated to honor a respected financial leader, the activities of the fund were designed to further the economic literacy of

undergraduates. By 1985 a student board of directors managed approximately $94,000 in assets, invested in stock, options, or debt instruments. Fund provisions are designed to provide members of its board a large degree of latitude with responsibility. Decisions involving substantial sums of money are made weekly by student directors from various disciplines, not only economics majors.

The 1970s also saw renewed concern with the college's physical surroundings. In 1978 severe rains toppled fifty-eight trees, of which twenty-nine were eucalyptus planted in 1914. The plant department had to decide whether to replace these. Their great height and shallow roots made these trees dangerous and one or two of them fell each year onto campus paths and buildings. Therefore, in 1979 the trustees relandscaped Alumni Drive near the main gateway. The eucalyptus trees were replaced by rows of *Ficus Floridas*—a white bark tree—using funds provided by the Ahmanson and Michael J. Connell Foundations. At the same time, in memory of Lucille Gilman, the president's wife, "Water Forms II," a kinetic fountain, was designed and built by George Baker '58, a faculty member in the art department. All this beautification continued the planting that had begun in 1921 when the alumni set aside $2,500 to plant Tobira bushes near the main entrance to the campus and Catalina cherry trees along its periphery.

1970–1979

While many students of the 1960s had preferred to live off campus, in the next decade they returned to dormitories in increasing numbers, despite the disadvantages of dorm life and the dullness of cafeteria food. This change of mood was partly because of a massive inflation in the cost of living. Off-campus rentals had become expensive. But there were other reasons for the student return to campus living. Most universities and colleges had stopped passing judgment on the personal conduct of students outside the classroom. The college as a surrogate parent, acting *in loco parentis*, became a thing of the past and Occidental, faced by demands for less institutional constraints, modified its traditional dorm regulations. Pressure for such changes had been building for some years. As a result, coed housing became available after 1969. By the early 'seventies there were thirty-three major buildings on campus of which eleven were dormitories that provided housing for seventy percent of the students. The college suddenly had to house more students than it could accommodate.

In a temporary spirit of togetherness, dorm TV rooms became crowded theaters where favorite films like *The Sound of Music, Gone With the Wind,* and *Roots* were viewed. Dorm T-shirts appeared, bearing such mottos as: "HAINES makes you feel good all over" and "We're so high, you can't ig-NORRIS." Each spring the traditional "Room Draw" evolved into an anxious ritual. The words "single," "double," "triple," "lower campus," and "upper campus" marked the vocabulary of a potential dorm resident or resultant apartment hunter.

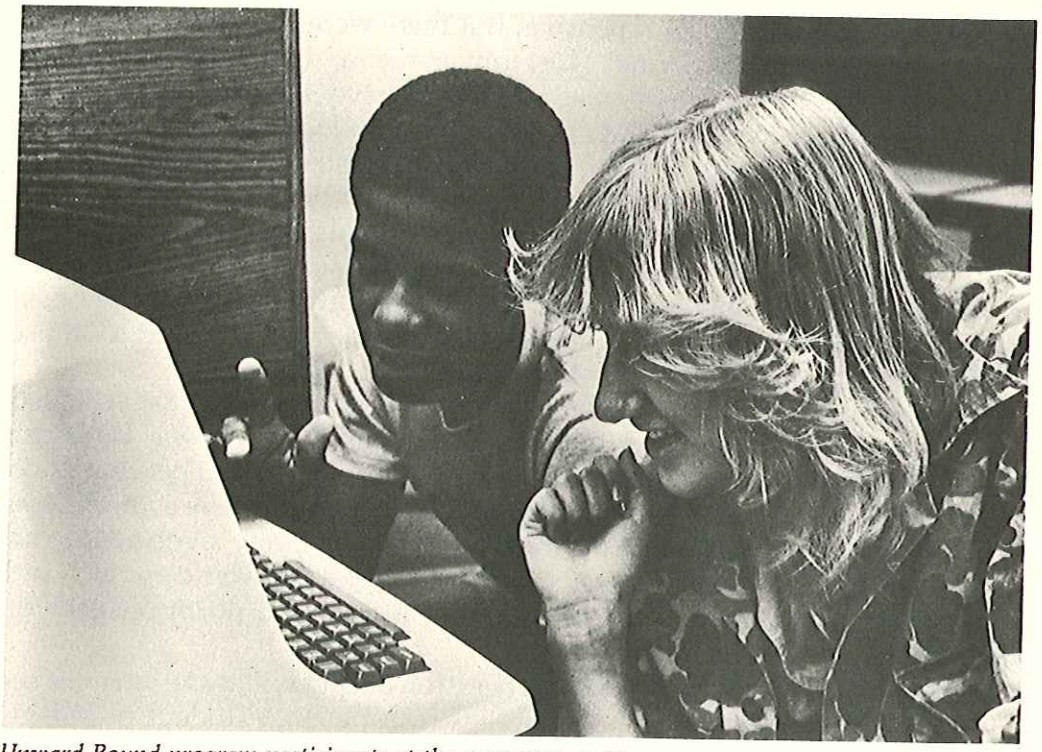
What may move students of one generation deeply will leave later classes untouched. By the mid 'seventies there was not even a student president. Responsible student leadership was now less concerned with self-

government or with the oft-criticized college newspaper. There was, however, reinvolvement in those activities that related Oxy to the larger world, such as diplomacy and world affairs, the Model United Nations program, and in such other fields as drama, forensics, and music.

Nostalgia for traditions also never quite disappeared. In 1977 "O-Day" was revived, complete with an all-campus photo, games, and a cake to feed the entire campus as Oxy celebrated its ninetieth birthday. The next year "O-Day" was designated "Sun Day" in recognition of solar energy potential. A sunrise gathering on top of Mt. Fiji was followed by a jog for energetic early risers and then breakfast on the president's lawn.

There were the usual dorm pranks in the 1970s, such as the chocolate Ex-Lax sundaes in Stewie; students bombarding President Gilman's home with loud stereo-playing from Haines Hall; others blowing out Bell-Young's telephone system. Dorm residents were made financially responsible for damages, with their room key deposits as collateral.

Helping students discuss crucial issues of the 1970s were prominent speakers, among them George McGovern, Jane Goodall, Philip Berrigan, Kathleen Cleaver, Ralph Nader, Alex Haley, Ray Bradbury, and Norman Cousins. Also visible on campus was the Student Coalition Against Apartheid, campaigning for divestment of the college's assets in South Africa. The World Hunger Task Force championed relief in the third world nations. Closer to home, students gave their time to help such organizations as LINK, Upward Bound, and the L.A. Boys Club.



Upward Bound program participants at the computer, 1985.

Occidental's foreign-campus affiliations were strengthened in the 1970s. Each is different, because of varying institutional settings, but the objectives are identical. Students are urged to participate as directly as possible in the host cultures. In Japan they attend classes in English but live with Japanese families and study the Japanese language intensively. The Faculty International Studies Committee has, however, consistently rejected the concept of an enclave of American students living and studying together, taking classes only in English in the other foreign country affiliations.

The college's overseas programs are administered by that committee, with subcomittees of students and faculty which supervise programs, select participants, and help with planning and orientation. The cost, which includes room-board-tuition and transportation abroad, is the same a student would pay at Occidental. Also possible is an independent study-abroad option which lasts half a year for four to six undergraduates. Open to students in all majors, and including "creative" as well as research topics, the winners of Oxy's international fellowships carry out projects anywhere in the world outside the United States. Occidental started its international fellowship program in 1964. It was supported for a time by the John A. McCarthy Foundation of Los Angeles. After 1969 the Paul K. and Evalyn Elizabeth Cook Richter Trusts of Chicago annually funded independent study projects in this country and abroad. For a short period the local Patrons of Italian Culture also provided support for study in Italy.

Few international study programs offer undergraduates the chance to pursue self-designed programs abroad. This opportunity is usually available only on the graduate level, and for a lucky few. In the 1980s Occidental still sent five or six students to Africa each year.

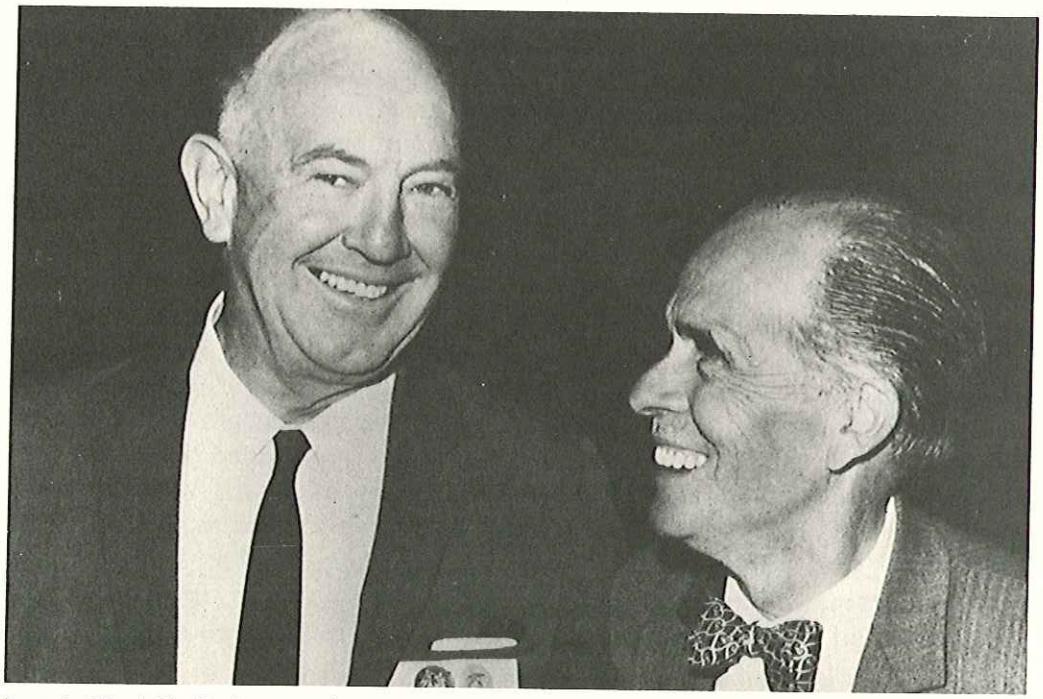
"Project Amigos" may not qualify as a classically international activity, but it continues to bring students into contact with another language and a different culture. It began in 1966 via a student-faculty committee which believed that Occidental had neglected opportunities to establish contacts in the nearby Mexican state of Baja California. For six to eight weekends a year, approximately sixteen students and faculty trek south to Tijuana where, unpaid by anyone, they construct shelters for needy families in cooperation with a local Casa de Los Pobres at Tijuana. Its first project was to help build a center for the blind. Professor Brice Harris, Jr. played a strong supportive role in developing, organizing, and carrying out this and other international studies programs. Most of Occidental's international programs were initiated by the faculty and were maintained by strong faculty commitment. The Chevalier Program of Diplomacy and World Affairs was inaugurated in 1959 and, by 1981, 343 students had graduated with D.W.A. degrees. For a curriculum innovation begun less than a quarter of a century before, and at a college of small enrollment, it is a record in which that dedicated internationalist, Stuart Chevalier, might well take pride.

The heart of any college of quality is its library. Occidental's Mary Norton Clapp library, erected in 1924, had already been extensively

remodeled and enlarged (in 1955 and 1970) to twice its original size. In January, 1971 the college dedicated an entirely new facility in which assignable space increased from 31,000 to 85,000 square feet. The enhanced library, adequate to meet the needs of the college for years to come, provided space for 500,000 volumes, seating for 660 students, seminar rooms, faculty and student carrels, an audio-visual center, and establishment of a special collections department. Reconstruction of the library required $2.4 million; this was then the largest single project in the history of the college. A $772,994 federal grant helped construction.

From the National Endowment for the Humanities and the Council on Library Resources, Occidental received a grant in 1973 to enhance use of the library. The program, which ran from 1974 to 1979, provided for appointment of a Librarian-at-Large to stimulate student and faculty interest in library holdings. Freshman library tours and term paper clinics were designed to offer bibliographical instruction and to describe reference services available for undergraduates, also strengthening the ties between faculty and library staffs.

During the five-year grant period there was also provision for a "Faculty Library Consultant," appointed on a half-time basis each term from a department in the humanities, in order to assess library acquisitions in that faculty member's specialty as well as to consult with students about term papers, and to participate in library staff meetings and those of the Faculty Library Committee.



In 1967 Ward Ritchie '28 was chosen to present the Alumni Seal Award to his lifetime friend, Lawrence Clark Powell '28.

In recent decades the library's Robinson Jeffers Collection was expanded through gifts from Melba Bennett and Ward Ritchie '28 as well as by a bequest of Theodore M. Lilienthal. The papers of William Jennings Bryan, received in 1957 from his son, were added to in 1976 by Rudd Brown, Bryan's granddaughter. Finally, the Beigelman collection of fine books and the Lloyd-Butler Collection of Railroadiana came to the college during the 'seventies. By the mid-1980s the library's holdings would approach 400,000 volumes, 250,000 government documents, and 4,400 unbound periodicals. It then received 1,650 current journals, periodicals, and newspapers and its rate of growth was approximately 10,000 volumes annually.

1970–1979

During this time there were some changes in college-related activities located off-campus. In 1970 the college acquired the Phi Gamma Delta house at the corner of Alumni Avenue and Campus Road. "The Fijis," formerly the local Owl and Key fraternity, had in 1916 become a national group and almost a thousand Occidental men had joined that fraternity. But in 1969 the chapter voted again to "go local," in protest of the restrictive requirements handed down by its national headquarters, which frowned upon the local group's acceptance in 1968 of three black rushees. The result was a worsening of finances at the fraternity and it became necessary to close the house and to move out the remaining residents. The fraternity's alumni then sold the property to the college, whch cancelled its mortgage on the house. The house was then reconstructed as an off-campus dormitory.

During the 1960s various factors led three out of four of Oxy's fraternities into serious difficulties. In addition to conflicts with their national headquarters, development of a better college residence program refocussed social life onto the campus. Theme houses, group residence possibilities, and new dorm innovations increased enthusiasm for on-campus living. The Kappa Sigma Fraternity completely disappeared from 1962 to 1985. Both Kappa Sigma and Alpha Tau Omega had disaffiliated with their national organizations, leaving Sigma Alpha Epsilon the only remaining national fraternity on campus. Oxy's sororities also struggled to survive the 'seventies.

An important activity continued almost imperceptibly during the 1970s. This was the quest for more professional faculty members. National faculty searches were now routine. The grading of faculty competence became a subject of unending complexity which went beyond student evaluation forms. Each dean of faculty contributed to the annual process of making judgments in the case of untenured professors in relation to the college's three criteria for promotion and tenure: teaching ability, professional achievements, and service to the college. Tenured professors were evaluated every five years. In 1965 when President Gilman took office, there were ninety-two full-time faculty members. By 1986 the college had a faculty of 123. Eighty-five percent of these held the doctoral degree.

In the 1970s the college established four endowed faculty chairs. During 1973, the James Irvine Professorship in Environmental Biology was awarded to the college by the Irvine Foundation. Its first incumbent was John S. Stephens Jr. That same year the Irma and Jay Price Professorship

in English Literature was also funded and was awarded to Lewis J. Owen. In 1978, the Carl F. Braun Professorship of Chemistry was established by the Braun Trust as was the Elbridge Amos Stuart Professorship in Economics. The former is held by Frank P. De Haan while A. H. Studenmund is the Richard B. Millar Professor of Economics and Finance. Occidental, still overly dependent upon tuition income, received $250,000 in 1972 from the Andrew Mellon Foundation to be used exclusively for faculty support. Later research funds also came from the MacArthur Foundation and other sources.

Although primarily a teaching institution, Occidental's faculty has occasionally gained international attention. In 1974–1975 four professors received Fulbright grants to lecture abroad. That year Robert Gross taught music in Korea and served as concertmaster of the Seoul Symphony Orchestra. Kenneth Atchity taught literature at the University of Bologna while David Axeen lectured on American studies at the University of Venice. John Rodes, meanwhile, taught European history at the University of the Saarland in Germany.

Back on campus student interest in faculty personnel cases increased. In 1978, when a negative decision was handed down by the advisory council regarding a popular professor, a hearing was held during which two editors of the student newspaper were accused of illegally entering the office of Dean of Faculty Otis Shao. The dean alleged that personnel data appearing in the *Occidental* could only have been obtained from his confidential files. Others claimed that such data may have been leaked by members of the council. Suddenly, however, the entire matter was mysteriously dropped without further investigation.

Meanwhile, student and faculty pressures continued for greater participation in decision making. In 1979 the trustees agreed to include one faculty member on each of three board committees—Educational Programs, Grounds and Buildings, and Student Affairs, later renamed Student Life.

The 1970s saw other shifts in faculty governance. Whereas Dean Cleland had been dean of the entire college for many years, his successors enjoyed much shorter terms and diluted authority. Cleland and the deans before him were in charge of all operations which the president wished to delegate to that office. Later the responsibilities of the deans of faculty were to be shared with other administrators as well as with faculty and student committees. In recent years the following have been deans of faculty: Vernon L. Bollman (1958–1967), Robert S. Ryf (1967–1972), William P. Gerberding (1972–1975), Lewis J. Owen (1975–1976), Otis H. Shao (1976–1978), Ryf again (1978–1981), James England (1981–1984), and David Danelski (1984–). Continuity was disrupted because of the rotating deanship of faculty. From 1973 to 1984 no dean of faculty held office successively for more than three years.

Some faculty members either retired or went on to positions of responsibility elsewhere. Glenn S. Dumke, who left in 1958, became the president of San Francisco State College, then chancellor of California's state colleges

and universities. William Gerberding eventually became president of the University of Washington, after filling intervening posts, while James England returned to Swarthmore College as its provost.

In 1979 a Committee on Committees, urged creation of a Faculty Committee on General Policy (FCGP). This new body in turn, recommended that an All-College Council be formed to consist of four members each from faculty, administration, and students. It was devised to serve "the best interests of communication and governance, acting as a forum for all segments of the college community." Occidental has never had a faculty senate, but in 1979 the faculty created a Faculty Council.

Dissatisfaction with certain controversial personnel actions by the president and the Advisory Council were behind this proliferation of committees. The motto "no more surprises" expressed the faculty's strong wish that clarity about tenure and promotion decisions would be improved by the creation of yet another supervisory committee. The faculty has, over the years, mounted a confusing array of these time-consuming groups. Indeed, this raises the question of whether the faculty is not over-organized. Inauguration of the newest Faculty Council followed dissolution of the earlier FCGP and FPC (Faculty Planning Committee) and a still earlier Guidance and Grievance Committee. The Faculty Council was to consist of seven full-time elected members of the teaching faculty, including at least one untenured member. This body works with the administration on such matters as improving communication, tuition remission, health plans, faculty housing, appointing hearing boards in case of grievance, assigning faculty to committees, and helping to set agendas for faculty meetings.

In 1978, to avoid the problem of "graying of the faculty," the college implemented an "early retirement plan." As a result, fourteen professors, scheduled to retire between 1978 to 1983, left permanently before they had reached the age of sixty-five. This opened up opportunities for advancement for younger faculty and also for bringing in new professional blood. The result is a younger faculty. There was some loss of experienced professors as well as "weeding-out" of those who had grown tired of teaching and research.

Despite the emphasis on teaching at Occidental, persistent researchers among the faculty members continued to produce many articles and books: among these were Scott Littleton's *The New Comparative Mythology*, which first appeared in 1966, with new editions in 1973 and 1982; John Rodes' *The Quest For Unity: Modern Germany*, published in 1971; and Andrew Rolle's *The American Italians: Their History and Culture*, issued in 1972. That same year Leland Babcock and Erich Frey published their *German and Germany in Review*. In 1977 Wellington Chan's *Merchants, Mandarins, and Modern Enterprise in Late Ch'ing China* was printed. Kenneth Atchity's *Homer's Iliad: The Shield of Memory* appeared the next year. Political scientist Lawrence Caldwell, with Alexander Dallin, published *United States Foreign Policy and the Soviet Union* in 1979.

In the late 1970s the national mood reflected a deceptive stability in the

land. Sharp divisions persisted—in both foreign policy and domestic views. Inflation continued to soar as family indebtedness mounted. For too long the Iranian hostage crisis remained unsolved. In this atmosphere, students were confused about the future. There was concern about pollution of the environment, ballooning national budget deficits, high interest rates, and weak political leadership. Presidents Gerry Ford and Jimmy Carter, who succeeded Richard Nixon after the Watergate scandals, offered a mixed inspiration for those who aspired to government careers. Baffling international problems, in a background of terrorism abroad, affected the number of graduates who applied for either foreign civilian or military service.

As the decade ended, America's premier institutions competed vigorously for the best students. Test scores declined and the national applicant pool became increasingly limited. Matriculants, however, showed a new willingness to work toward career goals. They "dropped-out" less frequently. The racial and economic inequities of American society had not, of course, ended. But undergraduates seemed somewhat more understanding of the costly complexities of extending academic opportunities to the disadvantaged. By the end of the 1970s, some students took a greater measure of pride in academic attainment than had the turned-off malcontents of the previous decade.

Other students, alas, from the 1970s onward, displayed grade-grubbing characteristics that had more to do with getting into graduate school than with real learning. This was partly due to heavy competition and the demands of medical and law faculties. Some dissidents of the 'sixties—however controversial their individual viewpoints—seemed more in the tradition of the original Academy than those career-oriented, superannuated high school students who came to college later. Higher education aims to develop powers of autonomous critical thought. This cannot be accomplished simply by achieving "A" grades in examination scores. As the decades passed, furthermore, greater numbers were coming to college with a less solid grounding in the humanities, mathematics, and in the social sciences. Occidental needed to face such hard realities.

Chapter X

A CHANGING OCCIDENTAL: INTO THE 1980s

1980–1986

While the confusing 'sixties and 'seventies had usurped vital energies, constructive processes of internal change continued at Occidental. There were continual revisions of college policies regarding admissions, academic standards, faculty recruiting, dormitory life, as well as concern over several possible directions of future growth.

The college's size remained a matter of interest—having reached a compromise between being too big and too small. There is no inherent virtue in smallness. The quality of education provided depends upon the willingness of the faculty to employ teaching procedures that produce maximum results. To practice such a philosophy of education, however, requires dedication, resources, and a congenial environment. If a college is too small, it may not attract the support needed. Other disadvantages might include excessive homogeneity in both students and faculty, less variety and choice in curricular offerings, inadequate staff because of insufficient enrollment in certain departments, too many campus organizations for too few students, insularity, and faculty tendencies to overprotect or to make allowances for mediocre students. At different times Occidental has experienced all of these characteristics.

Prior to World War II it was a policy to limit enrollment to 800 students. But when veterans returned to the campus, this number almost at once grew to 1200. Thereafter the size of the student body tended to rise, except during the most recent decade. Fall term enrollment figures (full-time equivalents) over the period 1935–1985 show this rise.

Year	1935	1940	1945	1950	1955	1960	1965	1970	1975	1980	1985
Enrollment	703	771	874	1253	1295	1449	1525	1768	1720	1681	1550

During the Coons years it was argued that any increase of the student body would improve the income of the college. Running counter to this were the principles that expansion of enrollment be monitored by selective admission, and that no increase be put into effect until necessary buildings and equipment were assured.

The Gilman era has been marked by reductions in student body size. This was based upon the belief that selectivity in admission is an important indicator of the quality of a college. By the early 1970s more than ninety percent of students admitted to Occidental ranked in the upper twenty-percent of

their high school class. There were four applicants for every opening in each freshman class – reduced to 425 by 1978. This curtailment helped to restore selectivity at a time when national test scores were falling.

By the 'eighties, however, the applicant pool for highly-qualified students shrank even further than in the 'seventies. Smaller enrollment meant serious shortfalls in tuition revenues. Furthermore, tuition covered only seventy percent of educational and general expenditures. The remaining thirty percent came from endowment income and annual gifts.

Reduction in freshman class size had been thoroughly discussed at a 1974 summer seminar. But until endowment was large enough to offset loss in tuition income, it seemed risky to reduce the number of frosh allowed to enter each year. By 1978 the annual class size "target" was, however, reduced from 450 to 425 matriculants. During two years – 1981 and 1982 – the freshman class actually fell to below 400 students. The flow of funds into the college had become great enough to fund a smaller more selective entering class.

By 1980 the college sought to stabilize enrollment at 1550 students. The retention rate was then between sixty and sixty-five percent of the entering freshmen continuing through to graduation. Student body size was heading back toward the level of earlier years. The phasing out of graduate work also affected this reduction. The doctoral program had been curtailed as early as 1966 because the college simply did not have the resources to operate a quality graduate program. In part this also applied to M.A. departmental offerings, which were similarly reduced.

Occidental meant to focus on the brightest and the best undergraduates from the ages of eighteen to twenty-two leaving graduate work to other institutions. In recent years little has been heard on campus about developing university-type research institutes on the hills above the main quad.

It was no longer a question of simply admitting students, but of seeking the best qualified in a shrinking admissions market. In 1984 the freshman class stood at 420. Selectivity, dependent upon the number of qualified applicants, required increased financial aid to students. But the early 1980s were a time of economic recession, paradoxically accompanied by high inflation, and there was a limit to what Occidental could charge for tuition.

Student recruitment procedures had grown increasingly sophisticated. The admissions program came to involve all constituencies of the college more intensely than ever before. Fortunately the goal of achieving a national student body has moved forward successfully. In 1985, forty-seven percent of the entering freshman class came from outside California. Applications for admission during the next year began to bounce back toward previous levels; during 1986 they were the highest in over ten years.

One factor that attracted students from far away was the college's attention to the value of learning outside the classroom. Internships and self-directed study programs have grown nationally in popularity. At Occidental core courses are, however, still required. Students devote a third of their work to "general education," which includes the sciences, humanities, social

sciences, art, music, theater, dance, or creative writing courses. Some faculty members contribute one-sixth of their teachings to this general education program, which has expanded the college's offerings considerably. In 1984 the Educational Policy and Curriculum Committee recommended an increase in laboratory science, but this came at a time when there were already too many science majors for existing facilities. The college could not accommodate a larger influx of students without constructing a new science building. Plans for such a facility, thus, were placed into being.

In the first half of the 1980s educational institutions were less likely to take risks than they once did. A tighter job market, a declining student applicant pool, falling scholastic aptitude scores, and surplus faculty were some of the hallmarks of the decade. A rising tide of conservatism and conventionality accompanied "the Reagan years." As private donors looked askance at any repetition of the radicalism of the 1960s on college campuses, the foundations took a wider view of educational innovation. In 1985 the college received $250,000 from the Mellon Foundation for curricular experimentation.

1980–1986

Reflecting the conservative shift in the national mood were the upwardly mobile "Yuppies," or young urban aspirants to material success, who replaced the faded "Hippie" image. Incoming college matriculants were seeking careers more closely tied to such better-paid professions as law and medicine. Economics, computer proficiency, and business-oriented courses captivated the interest of parents and students alike. The college's Career Counseling and Placement Center provided an important bridge with the business world, including job placement after graduation. In the 1980s, also, still more variety came into the curriculum. Asian languages were in demand as was the expansion of film offerings. By 1985 the college offered three terms of Chinese as well as three of Latin. The feminist movement affected student tastes as a variety of women's studies courses became popular. Mounting public concern over such issues as the nuclear threat and ecological concerns also influenced instruction in sociology, anthropology, history, and some science courses.

Although academics remained at the heart of the Occidental experience, the college continued a track and field record that few opponents could match. *Track and Field News* for December, 1979, reported that thirty-seven Occidental men had ranked nationally in this sports specialty since 1963, and that twenty-five had achieved world ranking in those years. During twenty-four of the thirty years before 1979 at least one Occidental athlete annually made the top ten of the "World List." In the NCAA University Division, Occidental teams had seven times finished in the top ten. In seven years of NAIA competition, Oxy had three firsts, two fifths, and thirteen individual national track and field champions. By 1979 two world records were established by Occidental athletes. Two Olympic records were gained by its trackmen. By 1980 the college had produced nineteen Olympic athletes.

The track Olympians established a seventy-odd year record matched by

few small colleges. These included Percy Hagerman '06 in Saint Louis, J. Clifford Argue '24 in Paris, Nick Carter '25 in Amsterdam, Bill Albans '53 and Bob McMillen '52 in Helsinki, Bob Gutowski '57 in Melbourne, Ron Whitney '64, Martins Ande '72 in Mexico City and Chuck Smith '70 at Munich.

The feats of two of Occidental's most recent Olympians deserve special attention. These are Whitney and Smith. At Mexico City in 1968 Whitney placed sixth in the 400-meter intermediate hurdles while at Munich in 1972 Smith placed fifth in the 200-meter dash. (Once again Sammy Lee, winner of the gold medal in swimming, represented the president of the United States at the 1972 games.) Smith, called "the Cinderella Athlete," had never competed in track and field activities until discovered in his junior year – when he ran the 100 yard dash in 10 flat and the 220 in 22.1. Smith started the 1970 season with 9.8 and 21.6 spring victories in the Arizona triangular meet, then ran 9.6 in the 100 six times and 21 flat in the 220 three times. In addition, he ran quarter-mile legs on Oxy's mile relay team, recording a 47.0.

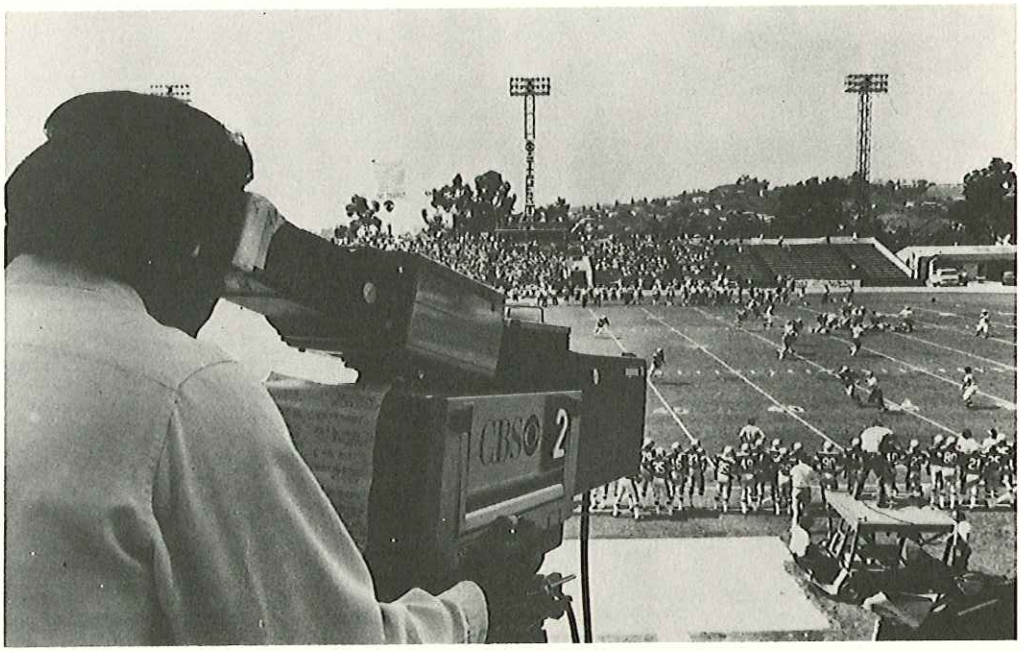
Among track coaches who presided over notable college victories were Payton Jordan (1949–1956), Charles Coker (1956–1961), Jim Bush (1961–1964), Dean Brittenham (1964–1967), Dixon Farmer (1967–1971), Steve Haas (1971–1977), Kevin McNair (1977–1979), and more recently, Bill Harvey (1979–). Some athletes went on to become coaches in various sports, including Steve Haas, Walt McKibben, Brayton Norton, Doug Gerhart, and John Barnes. After coaching for a time at Occidental, Jim Mora went on to head professional football teams at Philadelphia and Baltimore. In 1986 he became head coach of the New Orleans Saints in the National Football League.

Women too have made their mark in athletics. In the three years from 1979–1981 they won two conference track titles and were undefeated in an a dual meet in cross-country running. In the latter year Wendy Walker qualified for the AIAW National Championships as the team finished fourth out of 22 in the regional competitions.

The year 1980–1981 will be remembered for the outstanding performance of the women's tennis team, which swept through the Southern California Intercollegiate Athletic Conference with a perfect 10–0 record. The women finished the season with a 21–2 dual match under the leadership of Lynn Pacala. The team's only losses were to a Division I school, the University of Hawaii. Pacala observed: "We have one of the top teams in the nation."

In 1982 Patterson Field was transformed into a giant television studio. On October 3 of that year the Columbia Broadcasting System sponsored a national telecast of a football game between Occidental and the University of San Diego during a National Football League strike. Hank Stram, CBS sports announcer, said of Oxy's 34 to 20 victory over its rival team: "It's the same game with smaller and slower people. It's nice to feature this level of football because of what it represents – college football in its purest form." What impressed the national audience which watched this particular game was the composition of Coach Dale Widolff's team, which was made up of

Patterson Field in the fall of 1982 as CBS covers Oxy versus the University of San Diego. Because of a national football strike, the college received widespread exposure on that occasion.



1980–1986

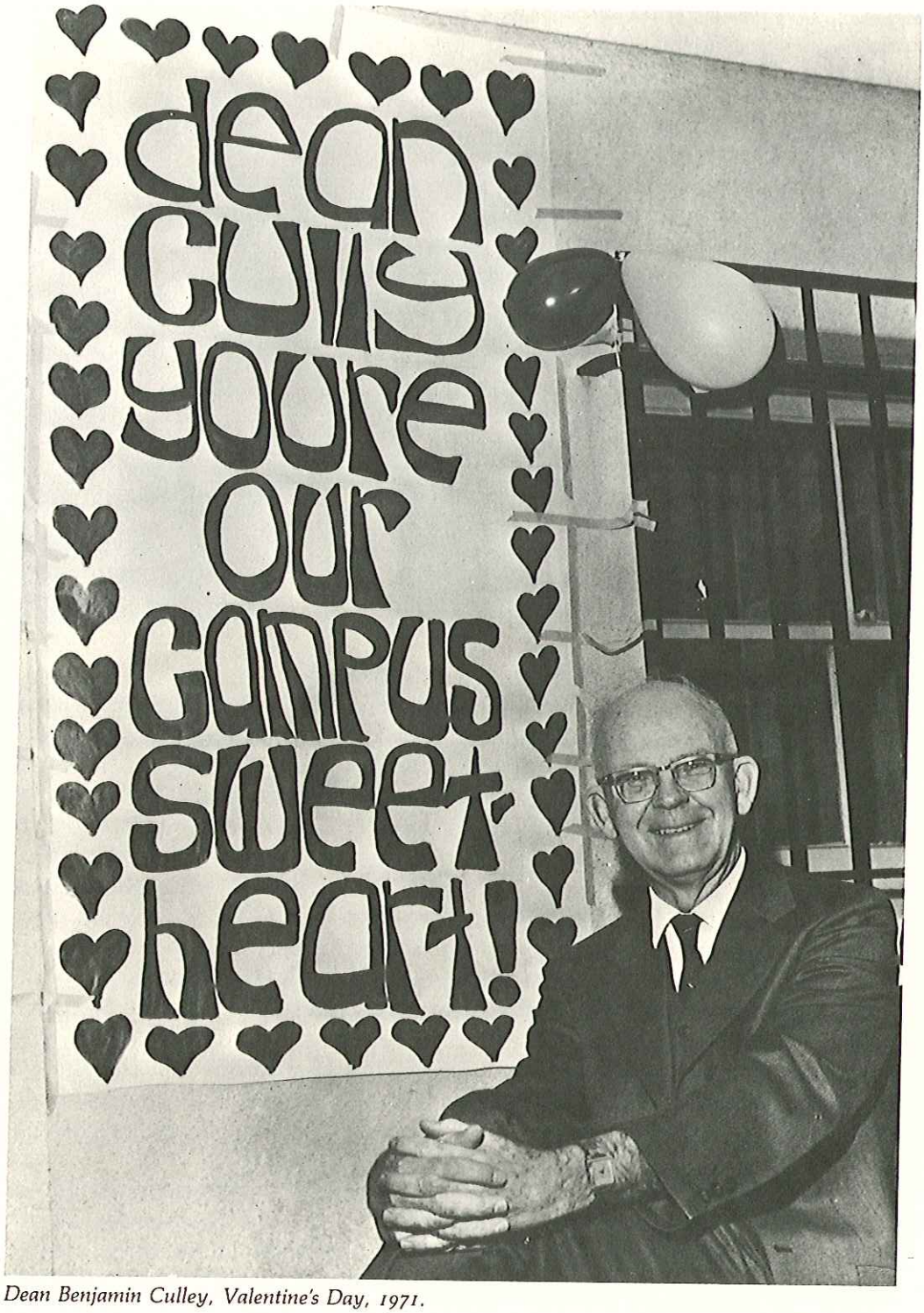
acknowledged students rather than draft athletes.

During the next year Widolff's men shut out Redlands University with a 26–0 victory, which clinched the Southern California Intercollegiate Athletic Conference (SCIAC) championship with a 5–0 league record, and ran their season mark to 8–1. This earned them the right to host the University of Wisconsin at LaCrosse, the State University Conference champions, in the first round of NCAA Division III playoffs. Playing on Patterson Field, this was Oxy's first post-season competition since 1948, when the college won the Raisin Bowl competition with Colorado A & M. Wisconsin took the lead in the game only during the last 19 minutes and 22 seconds of play, scoring 4 touchdowns to overcome Oxy's 42–15 lead. Final score was 43–42.

In November of 1984 the football team traveled to Iowa for the National Division III playoffs. With the second perfect season in eighty-seven years behind him, Coach Widolff's Western Region champions lost the first of that season's games to Central College of Iowa. In the fourth quarter, trailing 23–22, the Tigers opted to go for the game-winning two-point conversion. A key pass was knocked down and Occidental lost.

Always fascinated by sports was mathematics Professor Benjamin Culley. Until his death in 1982, he had a thirty-seven-year association with the college as dean of men, dean of students, and financial aid director. In a 1976 interview Culley threw light upon the personal way in which he handled student water fights:

> Once during a spring fight, a kid ran through a plate glass window in Stewart-Cleland before we got the markings on. This particular night . . . the head



Dean Benjamin Culley, Valentine's Day, 1971.

resident called me and said, 'I think you had better come over because it's getting out of hand, and I am afraid someone will get hurt.' So I went over. The battle was between Pauley Hall, which was like a fortress up on the hill, and Wylie, down at the bottom, which was attacking the fortress. . . . they used to wear fire hats, and get all their equipment out – including their fire hoses. It was really a big affair. I drove my car around the corner of the hill and somebody yelled 'Culley!' I am not exaggerating, within 15 seconds there wasn't a soul in sight and there had been hundreds of them up there. I parked the car. got out and went to Bell Young and knocked on the first door I came to and then opened it up. There were about 30 kids in there, soaking wet and bedraggled and it was all I could do to keep from laughing. I said, 'well, where is the head resident?' They didn't know, so I knocked on her door and where was she? Literally, she was hiding under the bed, so I made up my mind at that point that non-student residents really were of no help at all. I began to replace them by students.

Back in 1967 Culley had also characterized the Occidental attitude toward sports:

> Athletes themselves feel these pressures, and the added 10–20 hours a week demanded by sports participation take some careful planning of time by those who compete. To many students the 'in' thing to do does not include sitting in the stands and cheering for a team. If the proper encouragement is given, students will turn out and on rare occasions provide the old-fashioned cheer and enthusiasm.

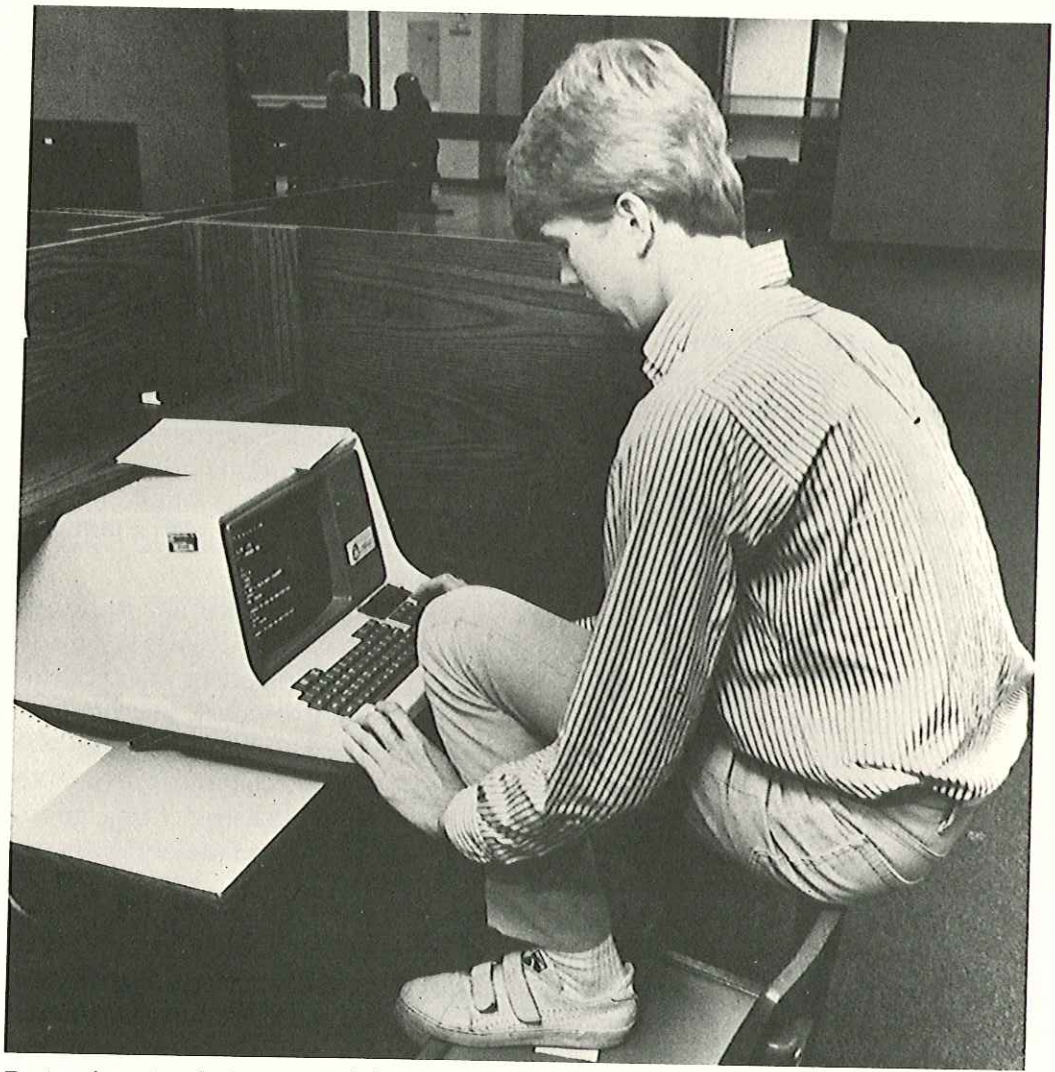
By 1984, however, the Olympic spirit at Los Angeles had recharged enthusiasm for sports, and students again began to support their athletes and teams as they had in the past.

On occasion undergraduates were also capable of unexpected pursuits reminiscent of earlier generations. Interest in the classics, once considered all but dead, revived in 1985. In October of that year, supported by an off-campus organization, students, alumni, and a few faculty members, staged a day-long marathon reading Homer's *Odyssey* in the Remsen Bird Hillside Theater. Nothing would have pleased its namesake more.

During Occidental's growth in the 'eighties, massive national inflation had driven up the cost of all services. By the middle of that decade scientific equipment and hardware, installed in the 1960s, was wearing out. Expensive new computer technology now also had to be provided. Faculty and student utilization of computers had increased exponentially since the installation of an IBM 1620 unit in 1964. Expansion of this new approach to collection and processing of information has been unceasing. Long-abandoned steam tunnels between buildings provided ready-made conduits for cables necessary to connect terminals to the mainframes. More modern buildings, such as those that house the art, theater arts, and music departments, have had to await communications linkages. The library, however, has on-line computer access to bibliographical resources and possesses the capability of doing data-based searches.

In 1980, campus computer resources consisted of a Prime 550 system with

twenty terminals and an IBM 370/125. Three years later the college decided to upgrade its computer system. Mathematics Professor Thomas Slobko, who coordinated this complicated effort, had been involved in several major upgrades to the facilities during an exponential growth in the use of computers by all segments of the campus community. By 1985 the computer center had installed a network of three large Prime computers with 150 terminals distributed around the campus and had begun installing IBM personal computers in the offices of faculty and staff. Most faculty and students were regularly using campus computer facilities and the college had become a front-runner in the application of computers to the curriculum. Administrative offices that used the computer for clerical tasks had become completely computerized and those few offices that had not yet been integrated into the system were clamoring for support. These facilities were partially funded by a $300,000 grant from the Fletcher Jones Founda-



During the 1980s the basement of the library became a computer center heavily used by students.

tion. The computer center, which forms the heart of the system, has not, however, increased beyond the seven persons who operated the original IBM 370 devices.

All this demand for equipment and facilities came at a time when the pool for highly-qualified students continued to shrink nationally and new funding was urgent for further enrichment of the curriculum. In 1981 the college received a $300,000 grant over a five year period for the establishment of the Henry R. Luce Professorship in Religion, Power, and the Political Process. Margaret Crahan was the first incumbent. That year also, the John D. and Catherine T. MacArthur Foundation donated $300,000 which came to be used for a research professorship, to provide released time and travel funds to untenured faculty members.

1980–1986

As early as 1973, the board had announced a ten-year forty million dollar "New Capital Program." Later, the trustees increased the objective of the "New Capital Program" to sixty million which they raised by April, 1984. During the next fall the trustees announced another plan to raise forty million dollars more. Half of this amount was earmarked for new buildings, remodeling, and campus improvements.

Back in 1980 a committee headed by trustee Jack Samuelson '48 had begun work on an updated campus master plan, in cooperation with the grounds and buildings committee of the board of trustees. The college hoped to provide facilities commensurate with the quality of its educational program by the time of the centennial. Samuelson's commitee concluded that the college needed considerable new construction, in addition to major remodeling. From 1974–1984 ten capital improvement projects, costing over ten million dollars were completed. By the latter year, other projects proposed over the next decade were estimated at $36.8 million.

The first steps of a building program that began in 1981 involved gutting and reconstructing Johnson Hall. Without foundation support its remodeling for use as an academic building would have been financially prohibitive. Johnson, one of the first buildings to employ reinforced concrete, was originally constructed for only $118,425 and was refurbished in 1981–1982 for $1.75 million. Two private foundations, the Ahmanson and the Irvine, contributed heavily to this project.

A new dormitory was completed in 1983 at a cost of $2.8 million. Built into the hillside behind the Emmons Health Center, the building – Stearns Hall – was funded by three alumni brothers – Theodore '15, Francis '15, and J. V. M. Stearns '25. This new dorm was vitally needed; over seventy percent of the student body was now housed on campus. Its eleven dorms and four houses were beginning to show signs of heavy wear.

Although Orr Hall (1925) had withstood many seismic shocks since it was built, by 1983 the structure was almost sixty years old. A city ordinance dictated essential reconstruction of that building. The destruction of Orr Hall would have been a sad event for alumni who had lived there, especially since the building had stood the test of time. Fortunately, preservation of Orr was made possible by a grant of $1.78 million from the Weingart Foun-

dation. Reconstruction costs ran $400,000 over this amount, primarily because of changes mandated by the city of Los Angeles. Completely remodeled, Orr was renamed the Weingart Center for the Liberal Arts. Instruction in the fine arts would henceforth be centered there. Originally designed by architect Myron Hunt, the building was more than worthy of renovation. Saving such a handsome structure also helped to maintain the original architectural integrity of the campus. The magnificent Weingart gift marked another advance toward completion of the fund-raising program upon which the trustees had embarked back in 1975. This grant was followed, in 1985, by a $250,000 award from the Pew Memorial Trust for the remodeling of science facilities in Norris Hall.

Other features of the building program included construction of an eight million dollar Performing Art Center by the college's centennial year. This was to consist of a 450-seat theater as well as costume, scenery, and rehearsal facilities. Its auditorium would encompass three gallery levels. The provision of two new creative arts centers was intended to establish Occidental as an important regional resource for the fine and performing arts.

There are colleges of intellectual attainments which have de-emphasized the dramatic and fine arts. Occidental, not one of these, in 1984 celebrated the anniversary of twenty-five consecutive seasons of its summer theater. These performances have been led by Professors Omar Paxson '48 and Alan Freeman '66 who, with Sally Norton, skillfully marshaled the talent of alumni as well as of students to produce low-cost drama that compared well with professional performances elsewhere.

Understandably, the drama and music faculty, cramped for performing and teaching space, sought the renovation of Thorne Hall and of the music-speech facilities, the latter to be diverted for other uses. A new science facility was to be built near the Norris Hall of Science, while the former art building would become a computer center. Finally, in 1985, a three-level parking structure was constructed between Newcomb Hall and the Faculty Club and a student center was planned in the old (1922) Art Barn. Plans for two new athletic fields on the upper campus, near Fiji Hill, necessitated the building of costly grading and accompanying drainage culverts.

Some students also involved themselves in beautification of the campus. The class of 1982, the last to see the lofty eucalyptus trees that once lined Alumni Drive, decided to give the college 100 new trees to replace the cherry-tree bushes along the college's Campus Road perimeter. The gift was doubly appropriate as the class considered itself to be the college's one-hundredth; this because of a two-commencement schedule during World War II years.

In the 1980s sums of money unimaginable in earlier decades began to flow into the college. Endowment in 1983 reached $70.4 million, more than triple the $21 million of only five years before. As late as 1961 endowment stood at only $7.8 million. Between 1975 and 1981 the college's endowment more than doubled. From 1975 to 1986 endowment went from $19.6 million to over $100 million. This helped offset the decline in student body size. The

general budget grew from $4,029,000 in 1964 to over $21 million in 1986. During the latter year, gifts, grants, and bequests reached an all-time record, placing Occidental among the top three liberal arts colleges in America as to fund-raising. This growth of income made it possible to offer students more than $4 million of financial aid. Nearly twenty-one cents out of every dollar in the college's budget during 1985–1986 went for student aid, not including loans, campus employment, or outside scholarships.

A succession of fund-raising officers has aided the president and the board; heading these, since 1969, is Lee Case, vice president for development. Fund raising has been described as similar to drilling for oil; if there were no new discoveries, activity would come to a halt. The college has enjoyed good continuity in its development staff. For many years Harold Wagner '24, Robert Magnuson '39, and Richard Galbraith '41, interacted uniquely with their fellow alumni in fund raising. Equally sensitive is investment strategy, intermingled with new construction and the utilization of college revenues. From 1976 to 1985 Executive Vice President Robert Bovinette assumed responsibility for budget and construction activities, as had Fred McLain at an earlier date.

1980–1986

Late in 1985, to ease the strain of funding all these new building projects, brokers for the college were able to market $16 million worth of 20-year tax-exempt bonds. These were issued under authority of the California Educational Development Act. Previously the trustees had been reluctant to undertake loan obligations for non-revenue-producing building. They had managed to keep the college's general indebtedness at only $2.4 million and this sum was mostly in low-interest government loans.

In 1984 Peter Kamnitzer of the architectural firm of Kamnitzer and Cotton was engaged to revise the campus master plan. His new design included the maintenance of existing green areas; location east of Coons Road and south of the Remsen Bird Hillside Theater of the projected Performing Arts Center; the development of a new walkway, with steps, from the central quad to that hillside site. Another major decision was the contemplated removal of the music and theater arts departments to the Performing Arts Center. Three individual but connected buildings were envisioned, surrounding a courtyard and fountain. These would form the apex of a "pedestrian spine" that extended down into the lower campus. Also contemplated in this latest master plan was a new playing field on "Mount Fiji." The trustees hoped to implement each phase of the program as funding became available.

Meanwhile, the refurbishing of Patterson Field's athletic facilities was completed in time for the 1984 Olympic games. The Atlantic Richfield Foundation, through the Los Angeles Olympic Organizing Committee, partially funded a world-class all-weather track. The sum of $1.5 million was spent in the renovation of the main athletic field, construction of the Benjamin H. Culley Field House, new training quarters, bleachers, and relandscaping. The "track alumni," headed by Allen Gresham '53, raised $400,000 to assist the college with this costly construction.

In 1983 the old wooden bleachers and training quarters on the west side of Patterson Field were torn down and a new 3,000-capacity concrete stadium on its east side took the place of the wooden bleachers. A turf infield for football and soccer was also built. The track, resembling that in the Los Angeles Memorial Coliseum, was renamed for Bill Henry '14, official announcer of the 1932 Olympic games and prominent newspaperman.

Athletics and building activities were not, however, the college's principal mission. Improvement of student selectivity and faculty prominence has become more intense. In recent years each dean of faculty has encouraged faculty publication and, slowly, a more research-oriented faculty has emerged. In 1980 Robert Winter published *The California Bungalow* while in 1981 Andrew Rolle produced *The Italian Americans: Troubled Roots.* During the mid-'eighties new books by faculty members included Kim Kowalke's *Kurt Weill in Europe,* Alvin Hudson and Rex Nelson's *University Physics,* William Neblett's *The Role of Freedom in Morals,* Rolle's *Los Angeles: From Pueblo to City of the Future,* Clifton Kroeber's *Man, Land, and Water.* Roger Boesche edited *Alexis de Toqueville: Selected Letters on Politics and Society* while Kenneth Atchity published *A Writer's Time: A Guide to the Creative Process. . . .*

As the faculty grew in professional strength, each year saw an increasing number of national awards won. In 1984 two junior members distinguished themselves: Derek Shearer, assistant professor of urban studies, won a Guggenheim Foundation grant while Diana Linden, assistant professor of biology, enjoyed national funding from the muscular dystrophy research establishment. The next year Jon Keeley, associate professor of biology, also was awarded a Guggenheim fellowship. These grants are characteristically made in large numbers to faculty members of universities rather then of small colleges.

To support better faculty benefits, the board, in 1982, voted that one million dollars be transferred to a fund for housing loans that would include administration members. The trustees studied a plan to build forty to sixty one- and two-bedroom units near Stratford Road in order to alleviate the problems which faculty and staff members face when seeking affordable living space. Approximately fifty college employees would gain housing as a result of this commitment. The project would occupy the area south of Pauley and Bell-Young residence halls. Its many complications, involving acquiring additional properties adjacent to the campus, have, however, delayed the beginning of actual construction.

Another faculty concern was the reinstatement of tuition remission for faculty and staff children. In 1974 tuition grants had been terminated for children of faculty employed after that date; also tuition remission for attendance at the college was reduced to one half. Ten years later, in 1984, the board adopted tuition remission for all employees. Children of faculty and staff with five or more years of full-time employment became eligible for full tuition grants while spouses of employees were to be given half tuition. Children of faculty appointed before 1974 receive grants to attend

other institutions, up to the amount of Occidental's tuition.

The planned reduction of the freshman class reduced the student-to-faculty ratio from 14.9 to 1 in 1979 to 13.4 to 1 in 1985. During this period Occidental also sought to maintain a faculty salary schedule that compared favorably with that at twelve similar colleges, eventually reaching the top quarter percent. These are: Bowdoin, Carleton, Colby, Colorado, Grinnell, Macalester, Pomona, Reed, Swarthmore, Whitman, and Williams. As the college grew stronger financially, it also continued to address improvement of early-retirement benefits. From 1977 onward, professors were tendered payment of two years' salary (plus fringe benefits) if they retired at age sixty-one. After June of 1983 tenured faculty who had served the college for thirty years could retire early.

1980–1986

Increased attention to minority rights, begun in the 1960s, also continued to command campus attention. Seeking greater minority representation, a number of students and faculty members on February 18, 1981 held a rally in front of Coons Hall during a meeting of the trustees. A "Minority Caucus" sought more multicultural courses, to be taught by minority members. The faculty and administration, however, decided against a tokenism that would admit students of marginal abilities merely to enlarge minority representation. Although aptitude tests would henceforth be weighed more lightly in the case of minority applicants, the college, as a small institution, did not possess the resources to service deeply-disadvantaged students.

A faculty committee on multicultural education, in 1982, became the committee on minority issues, consisting of faculty members, students, administrators, staff members, and alumni. This group sought to identify problems faced by campus ethnic minorities. An outgrowth of meetings of minority administrators and of a faculty caucus, the committee advised expansion of the minority presence on campus, although the college had already expanded its commitment to "Affirmative Action." In 1984 President Gilman said about this effort:

> This College has been engaged for 20 years in an effort to increase diversity among the student body and faculty. In the '60s we received three quarters of a million dollars to provide assistance to minority students. And we have been actively seeking more minorities since '64. Because of this, the College has been strengthened and enriched. Now, there are certain things we haven't done. We have not compromised academic programs. All our students have to meet the same requirements; there are no special paths to a B.A.

Occidental's minority committee recommended that by 1985 the college put together an entering class composed of one-third minority students that would consist of 13% Latinos, 10% Asians, 8% blacks, and 2% native Americans. The committee also recommended an increase in minority faculty to ten persons, or 8.4%, by the 1987 centennial anniversary. It further sought a goal of 15% full-time minority faculty members by the year 1990 and 20% minority administrators. The faculty voted for these costly proposals during 1984, inaugurating what then appeared to be a new con-

figuration of student body and staff unique among small colleges.

Located in an expanding metropolis, Occidental has sought to offer minority students and faculty strong urban cultural advantages in a small liberal arts college setting. This requires expensive reorganization of curricular and extracurricular activities. Obviously, changing demographics in southern California present special challenges. As President Gilman has noted: "Occidental's mission in part is to prepare society's future leaders. As we live in an increasingly multi-ethnic, multi-racial society, as more members of minority groups take their place in important positions, Occidental must contribute to the advance."

Despite an ongoing diversification of faculty, students, and staff, Occidental has remained a college, not a university. Only for a few years, from 1958 to 1973, did it grant the Ph.D. degree, and in one field alone. Yet, in some ways the institution resembles a small university more than it does a typical small college. Its ambitious committee system is well-intentioned but it has clogged the college vaults with reams of surplus notes.

More than most institutions, the college has reached out into the surrounding community. In 1983 Occidental entered into an agreement with the Art Center College of Design in Pasadena whereby students of both institutions could receive credit for courses taken on their respective campuses. This arrangement was in addition to the science exchanges in effect for many years with Caltech and Columbia University. Today over 670 courses are listed in the catalog and 600 independent study opportunities are offered in a given year. In 1984, students elected to pursue 404 independent studies. The college offers a wide selection of subjects usually available only at a university. Classes still sometimes number only a few students. All are taught by professors rather than by graduate assistants, and some tap the professional and cultural resources of Los Angeles.

The college's firm decision in 1909 to remain in a major city has given its history an urban flavor. Never a "cow college," it is located in a metropolis that has become an ethnic melting pot, a new Ellis Island of the far west, and a major gateway to Asia and Latin America. "L.A." provides an open door to diversity beyond the campus. Occasionally, of course, its distractions prove too great for students whose goals are hazy and undefined.

Occidental in the 1980s, socially and religiously, has become a different, somewhat more secular place than it once was. Following some remarks by President Gilman about toleration at a faculty meeting on December 3, 1980, Professor Alan Freeman made a suggestion about religious symbolism that would not have been voiced on campus even a few years ago. Speaking of his family's deep historical connection with Occidental, he was troubled that the college continued to be perceived as a religiously-oriented institution. Freeman, whose family members number several ministers and teachers of religious studies, asserted that too many persons still think of Occidental as a Presbyterian college, even though its official ties with that church had been severed back in 1910. One of the symbols that promotes this misconception, he maintained, is the huge cross on the side of the

chapel, seen by all who come on campus. As the grandson of a former board chairman, Freeman doubted that the college should retain a symbolism which projects one type of commitment alone when other major beliefs are so strongly represented in both faculty and student body. Although no specific action was taken on Freeman's plea, he received considerable applause by the faculty. Thoughtful comment has never been squelched at Occidental, which continues to honor the many contributions of its Presbyterian founders, from which its tradition of excellence originally was derived.

Change was bound to occur as time passed and prohibitions disappeared. For example, liquor was at one time forbidden on campus. In 1981 Professor Ralph Amey of the chemistry department offered an alumni class on wine-tasting. By then liquor had, of course, been served for years at the faculty club, in administration homes, and in dormitories. Gradual liberalization has taken place on a wide range of fronts—from dorm life to course structure to faculty recruitment, and always without reference to creed or race.

1980–1986

Plans for celebration of the college's one-hundredth year were decidedly low-key compared to preparation for its seventy-fifth anniversary. Perhaps a new maturity had settled upon the institution after the recent decades of enormous social change. President Gilman, who found himself the senior college and university president in California, demonstrated his durability over those complicated years—at a time when the average length of a college presidency, nationally, fell from eleven to seven years. (For some months during 1980–1981 he also functioned as executive assistant to the secretary of the department of education, Judge Shirley Hufstedler, an Occidental trustee, commuting to the campus each week from Washington, D.C.) Nationally-known in educational circles, Gilman became a trustee of numerous higher educational organizations in America.

Two addresses by President Gilman sought to capture Occidental's modern ethos. The first of these was a convocation talk during 1966, entitled "The Elements of Style," in which he said:

> When we speak of the style of Occidental College . . . I would hope that we can think of it as an environment of learning that is genuinely intellectual, as an environment which has vitality, a certain vibrancy, which makes us as students and teachers come alive. . . .

Another address, delivered in 1980, further described the college's ambiance in more recent years.

> The word elitist is not a popular one, perhaps especially in educational circles. But Occidental College is an elitist institution. Of the eight or nine hundred private liberal arts colleges in the country, probably only about 25 would be regarded that way, and Occidental is one of them. This does not mean that we maintain an air of superiority or think of other institutions in a disparaging manner. Rather, it expresses our commitment to the very best in all we do and our determination to be the best. . . .

Chapter XI

AN EPILOGUE

In its one-hundredth year, Occidental can look back upon a series of key circumstances which favored its success. These include the dedication of the founders, the beneficence of a loyal constituency, unusual faculty loyalty, and presidential leadership. Location too has been an important advantage, for Los Angeles has become an international city. Occidental is sited in the first metropolis of the American west and Los Angeles competes with New York, economically, politically, and culturally, as the second urban center of the nation. Indeed, in some respects it has become a world-class city. The college, consequently has benefited from both breadth of view and leadership, local and imported, as Los Angeles has developed into a prototype of future urban growth elsewhere.

It is an oversimplification to say that an institution is the lengthened shadow of any one person or group; it is, however, obvious that leaders do shape events in history and that institutions are formed in part by the hopes and ambitions of their standard bearers. One thinks back upon the vital roles played by such academic presidents as William Rainey Harper at Chicago, David Starr Jordan at Stanford, Charles W. Eliot at Harvard, and Nicholas Murray Butler of Columbia. Their influence was pervasive in shaping each institution.

Occidental has been served by a total of ten presidents. In differing ways they inspired and won loyalty. The first presidents overcame severe hardships to bridge the gap between idealism and expediency, offering personal ideals that were vital. No one of them hoped to make Occidental into a large institution but all strove to create a small but strong and well-equipped institution. Occidental has received far more benefits than it has ever paid its presidents. This is, of course, also true of key professors and administrators.

Each of four recent presidents seemed to be "the right leader for the right time." In the pre-World War I era President Baer brought the college its first stability. Between the wars, President Bird gave it philosophical direction and material sustenance, tempered by a rare sense of architectural beauty. After World War II President Coons led Occidental into a period of financial and academic confidence. President Gilman not only survived the troublesome 1960s but expanded the college's financial base and academic reputation. There has been greater economic affluence in the Gilman years than any of his predecessors experienced; but he faced a type of social turmoil totally unknown to any of them.

Each of these four possessed assurance and courage. Each contributed to Occidental's emancipation from what might have become a narrow and confining outlook. These leaders also stayed the course, resisting offers to go elsewhere. Baer remained for ten years, Bird for twenty-five. Coons had forty-three years of association with the college, twenty of these as president, and Gilman had been president for twenty-two years by the college's centennial.

For two-thirds of its history (1921–1987) the last three of these men held the office of president. This has given the college unusual continuity over a period of sixty-six years. Their dedication not only to Occidental but to a particular type of institution is shared by the faculty as well as by the college's 500 employees. As a relatively small liberal arts college of high standards, it has evolved in the tradition of Dartmouth, Williams, and Swarthmore. These are, of course, better known because of their greater age and proximity to large eastern power centers. As a result, the recruiting of excellent students has been a harder task for Occidental. But, like the eastern schools, the college continues to foster a close relationship between students and faculty. On such campuses, students are seen as persons rather than numbers. At Occidental, education involves far more than the accumulation of units and courses.

It is, of course, but one of many California institutions of higher learning. In competition with large notable public institutions, and in spite of high tuition costs, the college has not only survived; it flourishes. The institution has not had a deficit budget since 1938.

For the most part, the college's graduates reflect a tradition of friendliness, achieved within an environment of diversity. More recently, as the institution has become stronger, one senses a renewal of pride on the part of alumni, resembling that of its earliest graduates. By 1985 the college had awarded 16,608 B.A. degrees and over 1,300 graduate degrees.[1] That year over 25,000 alumni had spent at least one year at Occidental. About ninety percent of these were still living. These alumni are indispensable to the ongoing success of any college. In a small institution every alumnus can have a direct influence. The number of alumni which Occidental has produced is infinitesimal when compared with state institutions. Yet, the overall quality of its graduates is high. They are sought by industry, the professions, by school administrators, and by government. Their success outside the walls of the college becomes its own. In disseminating information about Occidental, these graduates help in ways that others cannot.

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1. That year the totals were:

Bachelor of Arts	16,608
Master of Arts	908
Doctor of Philosophy	33
Master of Arts in Urban Teaching	22
Master of Arts in Teaching	43
Master of Arts in Urban Studies	337
Honorary Degree Recipients	298

To single out the achievements of alumni is a hazardous undertaking. There is the risk of omitting the names of significant persons. Yet, every institution is proud of its graduates. Twenty-five years ago, when the seventy-fifth anniversary history of the college was being written, it was still possible to name alumni who had achieved prominence. Now such persons have become so numerous that any list would be bound to offend those not mentioned.

Annual donations by alumni had increased to thirty-six percent of its graduates by 1985, when nearly seven thousand of them contributed to the college. As one surveys the campus today he sees the work of thousands of such individuals who have made possible splendid buildings and beautiful surroundings. This is why Occidental is sometimes called an oasis, "a green place in the city—and a lot more besides."

In its one hundredth year a sense of purpose remains constant. Occidental still seeks to fulfill the promise of the 1887 charter: to provide a total education, one that is thorough as well as broad, rooted in cultivation of the intellect. Neither practicality or the ethical dimension has been abandoned. The college's climb toward preeminence has been built upon a steady commitment toward excellence.

Today's college also continues to encompass social relevance if it can be supported with intellectual integrity. Within its limited resources, however, the college cannot nourish all of even the most desirable elements that grow out of modern life. The high degree of specialization demanded by modern technology has become so complex that it is impossible for a college in the liberal arts tradition to provide training in all fields. Although the college offers fifty percent more courses than twenty years ago, the curriculum still reflects the belief that it is better to teach fewer subjects thoroughly than to spread offerings thinly.

There is opportunity for some specialization at Occidental, but the college has refused capitulation to the multitude of demands of the professional graduate schools. Also it has not established specialized institutes similar to those funded elsewhere by politically conservative or liberal money.

During most of its history Occidental's endowment was only a third to a half that of other leading colleges. Yet, even in its early years the institution was more fortunate than some of its competitors. The generosity of friends, and growing foundation support, has allowed Occidental to expand its offerings, eliminating no programs that were essential to its mission.

Occidental has continued the spirit of its founders, who foresaw an education that would be broad yet practical. The college remains committed to a philosophy of comprehensive education and to a sense of community. Its primary obligation is still to undergraduate learning. The faculty has never seen a need to succumb to specialization or to default a dedication to the liberal arts and sciences. Yet it has continuously reevaluated course offerings, protecting the integrity of the curriculum. Student requirements cannot be fulfilled merely by sampling courses in different departments.

Just as the institution is no longer financially encumbered, it is also not

academically embarrassed by appendages of uncertain relationship to its intellectual core. Occidental has never embarked upon programs incompatible with the liberal arts tradition. It remains convinced that such an education in its own right and for our times is more than defensible, indeed vital. That has been a central ideal since the founding one hundred years ago.

Survival at any price has not been the issue. Rather, endurance with excellence has remained the goal. Having weathered past challenges, Occidental has good reason to look toward a second century of achievement with hopefulness.

Professor Howard Swan returns to the campus to direct his former students in singing the alma mater. The occasion was an alumni weekend gathering in June of 1984.

Appendices

OCCIDENTAL COLLEGE CHAIRMEN OF THE BOARD OF TRUSTEES

Rev. Samuel H. Weller	1887–1891
Rev. William J. Chichester	1891–1892
Edward S. Field	1892–1896
Rev. Andrew A. Dinsmore	1897–1900
Rev. Hugh K. Walker	1900–1912
Frank P. Flint	1912–1918
David B. Gamble	1918–1921
John Willis Baer	1921–1923
Rev. Robert Freeman	1923–1924
William Meade Orr	1925–1926
Rev. Robert Freeman	1926–1938
Alphonzo E. Bell	1938–1946
Robert G. Cleland	1946–1947
Frank N. Rush	1947–1951
Harold C. McClellan	1951–1956
Frank N. Rush	1956–1957
Richard W. Millar	1957–1962
Harold C. McClellan	1962–1965
Graham L. Sterling	1965–1968
Kenneth T. Norris	1968–1969
Leonard S. Janofsky	1969–1972
Edward W. Carter	1972–1974
Frederick G. Larkin, Jr.	1974–1977
Norman Barker, Jr.	1977–1980
Walter B. Gerken	1981–1984
Stafford R. Grady	1984–

PRESIDENTS OF OCCIDENTAL COLLEGE

Rev. Samuel H. Weller, A.M., D.D.	1887–1891
J. Melville McPherron, A.M.	1891–1894
Rev. Elbert N. Condit, A.M.	1894–1896
Rev. James W. Parkhill, A.M., D.D.	1896–1897
Rev. Guy W. Wadsworth, D.D.	1897–1905
Rev. William Stewart Young, D.D. (Acting President)	1905–1906

John Willis Baer, LL.D., Litt.D.	1906–1916
Thomas Gregory Burt, A.M., Ph.D. (Acting President)	1916–1917
Rev. Silas Evans, D.D., LL.D.	1917–1920
Thomas Gregory Burt, Ph.D. (Acting President)	1920–1921
Rev. Remsen Bird, B.D., D.D., LL.D., L.H.D.	1921–1946
Robert G. Cleland, Ph.D. (Acting President) First Semester	1927–1928
Arthur G. Coons, Ph.D. (Acting President)	1945–1946
Arthur G. Coons, M.A., Ph.D., LL.D., Sc.D., L.H.D.	1946–1965
Richard C. Gilman, Ph.D., LL.D., L.H.D.	1965–

DEANS OF THE COLLEGE OR OF THE FACULTY

Rev. Henry P. Wilber	1898–1899
Rev. John A. Gordon, D.D.	1901–1902
Rev. Ira W. Allen	1904–1905
Rev. Joseph A. Stevenson	1905–1906
William D. Ward, Ph.D.	1906–1909
Thomas G. Burt, Ph.D.	1909–1929
Robert G. Cleland, Ph.D.	1929–1943
Arthur G. Coons, Ph.D.	1943–1946
Charles F. Lindsley, Ph.D. (Acting Dean)	1945–1946
Robert E. Fitch, Ph.D.	1946–1949
Rev. Hubert C. Noble, D.D. (Acting Dean)	1949–1950
Glenn S. Dumke, Ph.D.	1950–1957
Charles F. Lindsley, Ph.D. (interim appointment)	1957–1958
Vernon L. Bollman, Ph.D.	1958–1967
Robert S. Ryf, Ph.D.	1967–1972
William P. Gerberding, Ph.D.	1972–1975
Lewis J. Owen, Ph.D. (Acting Dean)	1975–1976
Otis H. Shao, Ph.D.	1976–1978
Robert S. Ryf, Ph.D.	1978–1981
James W. England, Ph.D.	1981–1984
David J. Danelski, Ph.D., LL.B.	1984–

DEANS OF STUDENTS

Robert S. Ryf, Ph.D.	1961–1965
John S. McAnally, Ph.D.	1965–1968
Dennis A. Collins, M.A.	1968–1970
Robert L. Bovinette, M.S.	1970–1976
Benjamin H. Culley, Ed.D.	1976–1980
Brigida A. Knauer, M.A.	1980–

DEANS OF MEN

Robert G. Cleland, Ph.D.	1924–1927
Arthur G. Coons, Ph.D.	1931–1938
Morgan S. Odell, Ph.D. (Acting Dean)	1933–1934
Vernon L. Bollman, Ph.D.	1939–1944
Benjamin H. Culley, Ed.D. (Associate Dean of Students, 1969–1976)	1944–1976

DEANS OF WOMEN

Anna Pearl Cooper, M.A.	1906–1912
Irene T. Myers, Ph.D.	1917–1934
Cornelia G. LeBoutillier, Ph.D.	1936–1938
Julia A. Pipal, (Acting Dean)	1938–1941
Elizabeth P. Lam, Ph.D.	1941–1944
Elsie May Smithies, M.A.	1944–1954
May Laing Swift, M.A.	1954–1965
Ruth M. Berkey, M.S. (Acting, 1965–1966)	1965–1967
Brigida A. Knauer, M.A. (Associate Dean of Students, 1969–1980)	1967–1980

VICE PRESIDENT FOR PUBLIC AFFAIRS AND FINANCE

John Anthony Brown	1960–1962

TREASURER AND VICE PRESIDENT FOR BUSINESS AFFAIRS

Janet B. Hoit	1968–1971
Donald E. Helland	1971–1976

EXECUTIVE VICE PRESIDENT AND TREASURER

Robert L. Bovinette	1976–1985

VICE PRESIDENT FOR PLANNING AND DEVELOPMENT

Lee O. Case	1969–

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